

**ANGLIA RUSKIN UNIVERSITY**

**STAKEHOLDERS' PERCEPTIONS OF APPROPRIATE  
MANAGEMENT METHODS:  
THE CASE OF A. YOUTH-VILLAGE UNDERGOING  
CHANGE**

Shabtay Shayke Bilu

A thesis presented in partial fulfilment of the requirements of the Anglia Ruskin University  
for the degree of Doctor of Philosophy

Submitted: May 2015

## Acknowledgments

My thanks go primarily to my supervisors Dr Simon Pratt-Adams, Dr Jaki Lilly and Prof Gary Peckham for their unfailing support throughout the process of research and thesis writing.

My thanks go to Dr Tony Bennett and Dr David Plowright for their mental and professional support.

I wish to send special thanks to Dr Gill Robinson, Professor Vernon Trafford and Professor Janet Moyles who have each helped me in their own special way.

I would also like to thank Dr Yehudit Od-Cohen for her personal and professional attitude, her tolerance and empathy and optimism that pushed me to finish writing.

I owe my thanks to my good friend Roy Lavi who was my "*liaison officer*" to the youth village staff throughout the research. I would like to thank the head of the A. Youth-Village, to Mrs Judith Ben Natan for her support and guidance. I would like to thank the head of the Gan-Rave regional council, Mr Shelomo Elimelech. I would also like to thank all my 13 research participants who without their collaboration and support the research could not be accomplish. I want to add special thanks to Mrs Naomi Yalin for her professional editing work.

Last but definitely not least I would like to express my gratitude to my family: to thank my father and mother Nissin and Sara Bilu whose support and encouragement, mentally and financially, despite their health problems, gave me the last push towards the final submission of my work. Also, my deep appreciation and thanks to my wife Sara and my three daughters Sharon, Shelly and Shany. Their continuous long-lasting patience regarding my strange nightly working hours on my laptop computer helped me cope with my research. Their tolerance and understanding for my almost daily absence in our attic encouraged me and reinforced my determination to go on and accomplish my work.

I would like to dedicate this thesis to the memory of Miss. Ada Maymon. Miss. Maymon was the founder and head of the "*Young Workers*" organisation and A. agricultural youth village school for woman known as the "*women workers' farm*" (1893 – 1973).

**ANGLIA RUSKIN UNIVERSITY**

**FACULTY OF EDUCATION**

**DOCTOR OF PHILOSOPHY**

**Abstract**

**Stakeholders' Perceptions of Appropriate Management Methods:**

**The case of A. Youth-Village Undergoing Change**

**Shabtay Shayke Bilu**

The research examined employees and stakeholders' perceptions of a significant educational reform conducted at the A. Youth-Village. The reform aimed at transforming an out-dated agriculture school into a technological-scientific education centre that would be able to train its pupils to meet the challenges of the 21<sup>st</sup> century. This study investigated the employees and stakeholders' perceptions of the appropriateness of methods used during the organisational change of A. Youth-Village. The studied perceptions related, amongst other issues, to the extent of the respondents' knowledge about the latest changes introduced, their respective present and future positions in the A. Youth-Village, the impact of the changes on their professional careers, and the necessity for change (Samuel, 2005).

The research employed mixed qualitative and quantitative methods to investigate different variables relating to the management of the A. Youth-Village, derived from background conversations with stakeholders' and a review of the relevant literature on traditional management theory. Data analysis was adapted to the different research methods, including statistics and content analysis. Five main categories emerged from the data analysis as important considerations for the management of the A. Youth-Village: (1) Personal Attitude (2) Quality Professional Development (3) Quality Management Approach (4) Quality Consumer Satisfaction and (5) Personal Improvement.

These five categories used to form an innovative managerial theory (*Ed.QMS*), which can serve as an operative management model that would be appropriate to the needs of the A. Youth-Village during and after the implementation of change. The new theory and model embodies an addition to traditional management theory and despite the difficulties involved in generalisation due to the unique nature of the studied institution, it may be relevant and helpful for other boarding technological and agricultural schools.

## Table of Contents

Acknowledgments .....	I
Abstract .....	II
CHAPTER I: INTRODUCTION .....	1
Preview .....	1
1. Aims and focus of the research .....	1
1.1 The context of the research .....	3
1.2 The significances of the research .....	9
1.3 Thesis structure outline .....	13
Summary of chapter I .....	14
CHAPTER II: THEORETICAL PERSPECTIVES .....	15
Preview .....	15
2. Management theories .....	16
2.1 Management evolution in the 20 <sup>th</sup> century .....	16
2.1.1 Democracy versus command and control hierarchies in the workplace .....	16
2.2 Total quality management .....	20
2.2.1 Quality management and costs .....	24
2.2.2 Obstacles on the way to achieving quality .....	24
2.2.3 Deming's improvement cycle .....	25
2.3 Quality management by Juran .....	28
2.3.1 Quality management by Crosby .....	30
2.4 Quality components of the managerial system .....	32
2.5 Applying management theories in education institutes as organisations .....	33
2.5.1 Definitions of an organisation .....	33
2.5.2 Education institutions as organisations .....	35
2.5.3 Characteristics of educational organisations .....	36
2.5.4 The application of specific managerial theories to educational institutions .....	38
2.5.5 Relevance of industrial managerial theory to present research .....	40
2.5.6 Adjustment of an organisation to the community .....	46
2.6 Leadership and school leadership .....	47
2.6.1 Three prominent types of leadership .....	47
2.7 Educational change processes .....	51
2.7.1 Changes in educational management .....	51

2.7.2 Management and the change implementation process .....	52
2.7.3 A review of vocational, scientific and technological education.....	53
2.8 Teamwork and motivation .....	54
2.8.1 Team work - different phases, and yield effective factors .....	54
2.8.2 Motivation .....	56
2.9 Conceptual framework of this research.....	61
2.9.1 The key concepts.....	61
Summary of chapter II.....	66
CHAPTER III: RESEARCH METHODOLOGY.....	67
Preview.....	67
3.1 Mixed methods research.....	67
3.1.1 The research paradigm: post-positivism and constructivism .....	68
3.1.2 Phenomenology.....	69
3.1.3 Critical and post-structuralized paradigms.....	70
3.1.4 Qualitative research design and strategy .....	71
3.1.5 Quantitative research design and strategy .....	74
3.2 Mixed methods in social inquiry .....	76
3.3 Case study .....	79
3.4 Research design.....	80
3.4.1 Research study outline .....	80
3.4.2 Research procedure .....	81
3.4.3 Research process.....	82
3.5 Research population and sampling.....	85
3.5.1 Interviewees and their relation to the researcher.....	85
3.5.2 Approvals and permission to conduct the research .....	86
3.5.3 Research population profiles.....	87
3.6 Ethical considerations .....	89
3.6.1 Research ethics.....	89
3.6.2 Coping with sensitive situations that developed during the research.....	92
3.7 Research methods and tools .....	92
3.7.1 Data collection methods, validation, timing.....	92
3.7.2 Research tools .....	95
1. Questionnaires .....	96

2. Documentary evidence .....	105
3. Interviews .....	105
3.8 Data analysis methods .....	109
3.8.1 Data analysis .....	109
3.8.2 Qualitative data analysis.....	110
3.8.3 Quantitative data analysis.....	111
3.9 Triangulation, reliability, validity and generalizability .....	113
3.9.1 Triangulation .....	113
3.9.2 Reliability and validity .....	114
3.9.3 Generalizability .....	116
3.10 The researcher's role .....	117
3.10.1 Researcher impact on research quality .....	117
Summary of chapter III .....	119
CHAPTER IV: FINDINGS.....	121
Preview.....	121
4. Research findings .....	122
4.1 Findings emerging from the closed-ended questionnaire .....	122
4.1.1 Staff members' direct superior evaluation .....	125
1. Direct superior's professionalism and performance skills .....	126
2. Direct superior interpersonal relations and teamwork: .....	127
3. Direct superior responsibility and identification: .....	127
4. Direct superior initiative and originality in the organisation .....	128
5. Direct superior leadership and management. ....	129
6. Direct superior's service awareness and consumer satisfaction.....	130
4.1.2 Direct contact person evaluation appraisal form (pupils' parents) .....	130
1. Direct contact's professionalism and performance skills.....	131
2. Direct contact's interpersonal relations and teamwork .....	132
3. Direct contact's responsibility and identification.....	132
4. The direct contact's organisational initiative and originality.....	133
5. The direct contact's leadership and management .....	133
6. The direct contact's service awareness and consumer satisfaction.....	134
4.1.3 Staff members' work satisfaction.....	134
4.1.4 Parent's involvement satisfaction .....	135

4.1.5 Personal creativity rating .....	137
4.1.6 Management style .....	139
4.1.7 Summary of the findings emerging from the first six questionnaires .....	141
4.1.8 Attitude to Processes of Change.....	143
4.1.9 Organisational atmosphere .....	145
4.1.10 Obstacles to creativity and ways to overcome those obstacles .....	148
4.1.11 Leadership style - social/democratic vs. authoritarian/task-oriented .....	150
4.1.12 Quality management policy, responsibility and authority .....	152
4.1.13 Management policy .....	153
4.1.14 Efficacy of the quality management system .....	154
Summary of staff and parents' assessments of variables .....	156
4.2 Findings emerging from the open-ended questionnaire .....	164
4.2.1 Personal change.....	164
4.2.2 Personal career improvement .....	165
4.2.3 Personal and professional development .....	167
4.2.4 Personal managerial practice.....	169
4.2.5 Superior-subordinate relations .....	171
4.2.6 Processes of change in management .....	174
4.2.7 Integration of findings .....	177
Summary of chapter IV .....	179
<b>CHAPTER V: DISCUSSION OF FINDINGS .....</b>	<b>180</b>
Preview.....	180
5 Discussion .....	180
5.1 Findings regarding the evaluation of an educational institution .....	180
5.1.1 Discussion of findings emerging from closed-ended questionnaires.....	180
5.1.2 Discussion of findings emerging from open-ended questionnaire/interviews .....	189
5.2 Emergent categories constituting new quality management theory .....	196
Summary of chapter V .....	206
<b>CHAPTER VI: CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>207</b>
Preview.....	207
6 Factual conclusions .....	207
6.1 Answering the research questions .....	207
6.1.1 Factual conclusions concerning the A. Youth-Village as an organisation.....	208

6.1.2 Personal attitude to process of change .....	208
6.1.3 Quality professional development.....	208
6.1.4 Quality management approach.....	209
6.1.5 Quality consumer satisfaction .....	210
6.1.6 Personal improvement.....	211
6.2 Conceptual conclusions.....	212
6.2.1 <i>Ed.QMS</i> - Educational Quality Management System .....	212
6.3 Implementation of <i>Ed.QMS</i> by educational managements .....	216
6.3.1 Ensuring the maintenance and improvement of values.....	216
6.4 Adaptation of the <i>Ed.QMS</i> theory to create operative management .....	219
6.5 Practical implications .....	220
6.6 Limitations of the research .....	221
6.6.1 Research methods related biases .....	221
6.6.2 Data-analysis related biases .....	222
6.6.3 Limited generalizability .....	223
6.7 Contribution to knowledge.....	224
6.8 Future research .....	225
Epilogue - personal reflection .....	226
References .....	228
Web Sites.....	235
Appendix 1 - Approval letters managerial staff and organisation structure.....	236
Appendix 2 - Booklets and transcripts questionnaire given to Youth-Village employees and Pupils Parent's.....	240
Appendix 3 - Interview booklets and transcripts given to Youth-Village employees and pupils parent's .....	270
Appendix 4 - Strategic model of <i>Ed.QMS</i> new theory implementation.....	280



## Tables

	Page
Table 1	Deming's TQM principles in relation to the different dimensions of QMS 22
Table 2	Comparative table - different perceptions of quality management 31
Table 3	Research data collection design 81
Table 4	Personal and professional details of A. Youth-Village employees 88
Table 5	Personal and professional details of A. Youth-Village pupils parents 89
Table 6	List of research tools used in the research 95
Table 7	List of closed-ended questionnaires for staff in booklet 1 97
Table 8	List of closed-ended questionnaires for parents in booklet 3 99
Table 9	List of topics examined in the open-ended questionnaires for staff in booklet 2 102
Table 10	List of topics discussed in open-ended questionnaires for parents in booklet 4 104
Table 11	List of indices derived from the research variables 112
Table 12	Research variables examined in analysis of the close-ended questionnaires 122
Table 13	Research variables examined in analysis of the open-ended questionnaires 123
Table 14	Integration of variables from both questionnaires detailing respondents who related to the variable 123
Table 15	Staff members' evaluation of their direct superior's professionalism and performance skills, respondents RSC1-RSC9 126
Table 16	Staff members' evaluation of their direct superior's interpersonal relations and teamwork, respondents RSC1-RSC9 127
Table 17	Staff members' evaluation of their direct superior's responsibility and identification, respondents RSC1-RSC9 127
Table 18	Staff members' evaluation of their direct superior's initiative and originality in the organisation, respondents RSC1-RSC9 128
Table 19	Staff members' evaluation of their direct superior's leadership and, respondents RSC1-RSC9 129
Table 20	Staff members' evaluation of their direct superior's service awareness and consumer satisfaction, respondents RSC1-RSC9 130
Table 21	Parents' evaluation of their direct contact's professionalism and performance skills (respondents' RSC10-RSC13) 131

Table 22	Parents' evaluation of their direct contact's interpersonal relations and teamwork (respondents' RSC10-RSC13)	132
Table 23	Parents' evaluation of their direct contact's responsibility and identification (respondents' RSC10-RSC13)	132
Table 24	Parents' evaluation of their direct contact's organisational initiative and originality (respondents' RSC10-RSC13)	133
Table 25	Parents' evaluation of their direct contact's leadership and management (respondents' RSC10-RSC13)	133
Table 26	Parents' evaluation of their direct contact's service awareness and consumer satisfaction (respondents' RSC10-RSC13)	134
Table 27	Staff appraisal of their work satisfaction level, respondents RSC1-RSC9	135
Table 28	Parent's appraisal of their satisfaction regarding their involvement in the organisation, respondents RSC10-RSC13	136
Table 29	Self-evaluations of own personal creativity by staff members and parents, respondents RSC1-RSC13	138
Table 30	Evaluations by staff members and parents of management practice, respondents RSC1-RSC13	140
Table 31	Thoughts about for processes of change, respondents RSC1-RSC13	143
Table 32	Staff and parents' assessments of the youth village's organisational atmosphere, <i>respondents</i> RSC1-RSC13	145
Table 33	Staff and parents' assessments of obstacles to creativity and ways to overcome them, respondents RSC1-RSC13	149
Table 34	Staff assessments of leadership styles of their direct superior social/democratic- authoritarian/functional, respondents RSC1-RSC9	150
Table 35	Staff and parents assessments of quality management policy and definition of responsibility and authority respondents_RSC1-RSC13)	152
Table 36	Staff assessments of management policy regarding the organisational structure and allocation of resource, respondents RSC1-RSC9	153
Table 37	Staff and parents' assessments of the efficacy of the organisation's quality management system, respondents RSC1-RSC13	155
Table 38	Staff and parents' average mode grades for assessment of tested variables, respondents RSC1-RSC13	156
Table 39	Distribution of staff and parents' assessments of the different variables by proportion of respondents' who agreed with the statements (%)	160

Table 40	Summary of respondents' remarks concerning the studied variables derived from interviews and open-ended questionnaires	176
Table 41	Summary of the qualitative and quantitative data	177
Table 42	Five emergent categories and their constituent variables	199
Table 43	Comparison of traditional management theories with the <i>Ed.QMS</i> theory	218

## Figures

		Page
Figure 1	Deming PDSA (PDCA) cycle, (Gabor, 1990)	27
Figure 2	Quality trilogy (Juran, 2003)	28
Figure 3	The conceptual framework of this research	64
Figure 4	Gold's classification of participant observer roles (1958)	117
Figure 5	Integration of main principles of quality management with the research findings	193
Figure 6	Five interrelated categories	200
Figure 7	<i>Ed.QMS</i> - components of educational quality management system theory	214
Figure 8	<i>Ed.QMS</i> - educational quality management system ensuring maintenance of values	216

## Graphs

		Page
Graph 1	Management staff members' average mode grades for variables tested in questionnaires 1-6	141
Graph 2	Parents' average mode grades for variables tested in questionnaires 1-6	142
Graph 3	Staff and parents' average mode grades for assessment of tested variables, respondents RSC1-RSC13	157
Graph 4	Distribution of staff and parents' mode level of agreement/disagreement (%) for each variable, respondents RSC1-RSC13	161

# **CHAPTER I: INTRODUCTION**

## **Preview**

Chapter I explains the background to the research, the context in which it was conducted and the main research goals and specific aims. It also provides an outline of the thesis and its contents. Technological education in Israel is currently coping with Ministry of Education's budget cuts. These cuts have led to the closure of several boarding and day high schools and have had a serious impact on the A. Youth-Village technological school, once at the forefront of twentieth century Israeli technological and agricultural education. These changes coincided with the cusp of a new era, a critical time in terms of education, due to rapid advances in technology. Scientific and technological knowledge have become the most valued assets for career success and lucrative employment (Harkins, 1992).

In order to respond to the demands of the new era A. Youth-Village administrations have been continually involved in fund-raising, searching for alternative sources of finance to replace the government allocations, such as hi-tech companies and other technological and educational institutions, opening up the A. Youth-Village to quality management through access to hi-tech technology and scientific developments.

## **1. Aims and focus of the research**

The research related to the A. Youth-Village (fictitious name) technological school. At the time of the research, the school was in the process of a significant educational reform aimed at transforming an out-dated agriculture school into a technological-scientific education centre that would be able to train its pupils for the challenges of the 21<sup>st</sup> century. Simultaneously, moves as been taken to turn the technological secondary school into a comprehensive secondary school that could absorb all the children of suitable age within the regional council's jurisdiction.

This study investigates perceptions of the A. Youth-Village staff and other stakeholders' (pupils' parents) concerning the functioning of the village's management, during and following these organisational and pedagogical changes.

The studied perceptions related, amongst other issues to: the extent of the respondents' knowledge about the latest changes introduced their respective present and future positions in

the A. Youth-Village, the impact of the changes on their professional careers, and the necessity for change (Samuel, 2005).

### **General goals of the research**

- To develop evidence-based insights into the management methods used during the implementation of organisational changes in the A. Youth-Village.
- To develop an evidence-based management model supported by theory appropriate for the administration of the A. Youth-Village in its new form.

This research drew on existing management research and theory in conjunction with the perceptions of employees and other stakeholders' (including senior and junior management staff) .

All of those with years of experience and knowledge relating to educational management and parents regard management methods that would be appropriate for use in the school following organisational change in the A. Youth-Village.

### **Specific aims**

The following specific aims driven from the above-mentioned goals:

- To examine the A. Youth-Village employees' perceptions of the appropriateness of management methods used during the organisational change.
- To examine the A. Youth-Village stakeholders' (i.e. parents of pupils) perceptions of the appropriateness of management methods used during the organisational change.

Thus, the research captured the perceptions of staff involved concerning different methods of management methods including stakeholder's motivation for change, and the decline in administrative achievements following the changes that occurred within the organisation (Davis and Newsroom, 2001).

### **Gap in knowledge**

Extant literature on quality management, such as TQM/EQM (Deming, 1986) relates mainly to business related managerial issues. However, no research literature was found regarding quality management methods that are especially appropriate to agricultural technological boarding schools. Additionally, we find that very little has been written on managerial practice in boarding schools (Aspinwall and Gibbs, 1989; Marcus, 2008; Karsh, 2000), and this is especially so with regard to the management of technological and agricultural boarding schools and the management of change processes in these institutions.

The present research undertook to fill, an existing gap in knowledge by studying change processes in a technological boarding school's management, policy and practices. These issues were studied from the viewpoint of personnel, namely, maintenance staff, boarding care personnel, and pupils' parents, a viewpoint not yet researched.

### **Research questions**

The study addressed one main research questions and two subsidiary questions:

Which management methods do employees and stakeholders' perceive to be appropriate during a process of organisational change in the A. Youth Village Boarding School?

Two subsidiary research questions:

1. Which management methods do employees perceive to be appropriate during a process of organisational change in A. Youth Village Boarding School?
2. Which management methods do stakeholders' perceive to be appropriate during a process of organisational change in A. Youth Village Boarding School?

## **1.1 The context of the research**

### **Technological education in Israel**

The history of vocational training in Israel began with the provision of training relating to the use of various tools and machines, and the teaching of knowledge relating to all aspects of processing, manufacturing, work procedures, and other knowledge and skills required for an effective work force. A vocational education also qualifies graduates to operate in fast-paced, high technology, information and science-based environments (Zadok, 2009).

Rapid industrial development in the twentieth century created a demand for skilled technicians, but by the end of the century, with the advancement of technology, the need for technicians diminished, replaced by a demand for highly educated workers with more sophisticated technological knowledge.

In Israel, early Modern Hebrew education before the establishment of the State of Israel emphasized theoretical studies and there were a few vocational schools offering two-three year practical training programmes.

The 1950s marked an increase in demand for secondary education. This, along with a governmental trend to expand and support industry by an intensification of vocational

education and the development of five technological learning programmes: Four-year course for expert professional worker qualification; There were claims that the system had failed to meet the requirements necessary to produce a qualified professional work force equipped to function effectively in a modern economy.

It was also claimed that many youth; particularly those of low socio-economic status were channelled without differentiation into low status occupations; thus preventing their social mobility. In 1991, a ministry of education programme, for reform in technological education, published proposing that all pupils in the state educational system should study sciences and technology. Included too were new teaching disciplines, broadening scientific knowledge and technology, expanding the pupils' choices and introducing basic technological studies (Zadok, 2009).

As for the pupil population today, 320 pupils study at the A. Youth-Village. Most are residential pupils (200) that come from all over Israel, most of them new immigrants from the countries of the former Soviet Union and Ethiopia and visiting pupils from Brazil. The others are external pupils (120) from the region's moshavim (cooperative villages), kibbutzim (communal villages), neighbouring settlements and towns, including an IDF Air Base

### **Vision and curricula of A. Youth-Village today**

Israeli Youth villages today have many features in common with 'boarding schools', a term often referring to the classic British boarding school upon which boarding schools are modelled (Marcus, 2008).

Some senior teachers were appointed as the housemasters, housemistresses, or residential consultants. Each of them takes quasi-parental personal responsibility for approximately 50 pupils. This is a full time 24-7 job, but especially includes out of school hours. Each one of these functionaries assists with domestic work. They include the matron, and tutors for academic matters, and includes members of both genders as appropriate for their role. The boarding houses include bedrooms and dormitories, a dining hall where the pupils can eat meals at regular defined times, a library or hall where pupils could perform homework. All pupils, internal and external, are taught together, during school hours, but for (internal) boarding pupils', activities extend beyond school hours. Boarding schools often provide academic facilities such as classrooms and laboratories. There are also a wide variety of other facilities used for pupils' extra-curricular activities such as a music lounge, sport facilities and rooms for other hobbies.

All Israeli boarding schools share the fact that they are comprehensive living environments for the pupil; until today, the majority of pupils in these boarding schools come from low socio-economic backgrounds (Marcus, 2008).

The goals of the Israeli boarding school are to educate the pupils in the spirit of the values and norms cherished by Israeli society and assist the graduates to find their place in society through their technological skills and agricultural training (Karsh, 2000).

There is an emphasis in the residential school on social and cultural life and the pupils are encouraged to take part in artistic activities such as playing a musical instrument, dancing, art and design, singing etc. There is an Ulpan (language lessons and acculturation) for those immigrant children who need to learn Hebrew.

A. Youth-Village includes botanical garden, ecological hothouse, animal corner, modern computer labs, laboratories for chemistry, physics and biology, dining hall, classrooms, and a 500-seat hall. There is a synagogue, general medical clinic, dentist's clinic, and rooms for evening classes, sport facilities, a swimming pool and exercise gyms. A. Youth-Village's pedagogical vision includes pupil-centred educational activities promoting personal and group responsibility, promoting active involvement in the spirit of democratic values, equality, recognition of the inherent value of man, and positive reinforcement of the pupil's self-image and realising personal potential. The staffs includes academic teachers, specialists and professionals in their respective subjects as well as in the profession of teaching, itself, and older pupils act as tutors assisting under-achievers, or children with special needs, in the afternoon learning centre.

Learning facilities include laboratories for physics, chemistry, biology, and language, computer high-band Internet, educational software, up-to-date support equipment; providing an enhanced educational environment with enabling technology. The village resides in a rural environment in which the classrooms, laboratories, dining hall, and the various structures spread out amongst the trees and spacious green areas, and in which some of the tutoring by older pupils and professional staff conducted. Each pupil receives a daily hot meal at lunchtime in the dining hall, as well as access to facilities including the swimming pool, gym, and other sports facilities, a library lending service, and afternoon classes in dance, drama, football, netball, music, and handcrafts. Included in the curriculum are specialist disciplines and enrichment classes in physics, chemistry, biology, English, and advanced courses in computer science.



Classes provided in cooperation with the Weitzman Institute for Science, the Shoreq Nuclear Research Centre, and senior researchers from the academic community assist in operating the computerized ecological hothouse; a rich variety of learning streams are included within five study days a week with an extended learning day (9:00-16:00).

The school offers several combined study programmes in basic biology and animal sciences, Biophysics combining biology and physics. Biochemistry combining biology and chemistry, life sciences and health education include courses that combine studies in biology and dietary logic. Ecological studies conducted in computerized greenhouses with the cooperation of Tel Aviv University researcher's mini horse farms in the mini safari. Communication studies include a unique course, the first of its kind in the country, combining television studies with nature photography expertise. A Jewish law studies course conducted in cooperation with Hartman Institute for Judaic Studies.

The youth village has a mutual working relation with government bodies and academic institutions, including: The Education Ministry's Authority for Settlement Education, the Ministry of Welfare, the Jewish Agency, the Gan-Raveh Regional Council, Bar-Ilan University, the Weitzman Institute of Science, and the Assaf-Harofeh Medical Centre.

### **Historical social, political and economic context of research**

From 1905 to 1908, a stream of Jewish immigration made its way from Eastern Europe to the Land of Israel (then part of the Ottoman Empire Syria, including the region of Palestine). For many, the aspiration of self-realisation and the will to settle the Holy Land motivated their immigration. They wanted to realise the ideal of working in agriculture, to revive and cultivate the land, although most of the pioneers who immigrated during the first three decades of the last century (1905-1938) were urbanites, with no previous agricultural knowledge of any kind. Three main strategies developed to realise the vision of these pioneers. A brief description of these entities helps to understand the unique social and political context in which the present-day A. Youth-Village evolved:

- ***Youth villages*** – An ideology shared by all secular streams of Zionism in the early 20<sup>th</sup> century was the socialisation of the ‘Diaspora Jew’ to become an ideal ‘New Jew’, an Israeli, working the land, reviving the desert, and boarding school education epitomized this ethos. Each youth village was comprised of three central components: vocational training in agricultural work, studies, both theoretical and practical, and a rich and versatile social life. The youth village also served as a solution for many of the orphaned

youth who had lost their parents in the tragic historical events of the nineteenth and twentieth century pogroms and both World Wars. The youth village espoused and educated the pupils in the spirit of socialism, equality, tilling the soil, a return to nature, Zionist ideology, and emphasising reclamation of the desert, knowledge and observance of Jewish tradition, and political awareness and involvement (Arieli, 1992; Lahman, 1962).

- ***Agricultural schools*** - The role of agricultural schools throughout the world is mainly to teach agricultural and farming skills (Lloyd, 2008). Agricultural school training qualifies its graduates to engage in the various tasks involved in the maintenance of a productive and lucrative agricultural farm. In some western countries, such as the United States, such schools are almost non-existent, and agricultural skills studied in regular schools as a distinct discipline. In other countries, such as England, Germany, France, and Spain, the agricultural skills studied at the secondary school level or even later. In universities and colleges, principally in collaboration with highly developed agricultural farms near the college, providing the pupils with comprehensive experience in addition to theoretical knowledge. In Denmark, Sweden, Norway, and Holland, agricultural schools do not have farms, and it is understood that the pupils learn practical agriculture by working on their parents' or nearby agricultural farms. Since then and especially over the last two decades agricultural school farms have undergone processes of modernisation, and are largely computerised, offering pupils a comprehensive perspective on contemporary agriculture and an opportunity to be educated and involved in modern agricultural disciplines (Lloyd, 2008).
- ***Israeli women labourers' farms*** – these farms founded from 1911 and existed until the end of 1940s, with the aim of providing girls and women with practical agricultural education (Karsh, 2000).

### **The A. women's farm**

In 1917, after the British conquest of the Land of Israel (Palestine) from the Turks (Ottoman), the heads of the farm appealed to the British Office for the Land of Israel asking for assistance for the agricultural school that immediately rejected principally because of the "*difficult climate not deemed suitable for women*".

During the years 1922-1926, the women's farm spread over an area of 30-40 square kilometres. Julius Schwartz, an American, persuaded to buy the land in order to support the women workers' farm project demand for the allocation of a larger area.

On October 31, 1929, a meeting of the experts committee decided to begin digging a well, ploughing the land, and building the women's farm. From that day and until January 12, 1932, the women walked to the farm each day from the near settlement, and back, a distance of 3.5 kilometres. At first, the settlers named the place The Women Workers' Farm. Intensive research and consultation with other Jewish settlers and Arabs in the region provided relevant names, including that proposed by the women workers. The JNF- Jewish National Fund committee confirmed the name A. Youth-Village in January 16, 1934.

### **From a women's farm to an agricultural school**

During WWII (1939-1945), the A. Women's Farm became an agricultural school, comprised mainly of refugees from the Holocaust, as well as those born in the Land of Israel. In 1948, following the foundation of Israel and the outbreak of Israel's War of Independence, neighbouring Arab villagers attacked the A. Youth-Village and the college became a centre for organised resistance against Arab attacks (Lissak and Cohen, 2009).

In the years 1950-2000 the number of A. Youth-Village pupils increased with waves of Jewish immigration from Eastern Europe (1945-1951), Africa (1951-1960), Middle East (1950-1960), former Soviet Union (1970-1974, 1990-2000), Ethiopia (1980, 1990), and other countries.

The educational and managerial staffs devoted itself to the absorption of immigrant youth and their integration into Israeli society.

Thousands of young people were able to leave the gates of the A. Youth-Village with the necessary skills needed to live in agricultural settlements throughout Israel. Many graduates continued on to further studies, after army service and, subsequently, worked in such fields as agriculture and agricultural research, advanced technological industries, the security services etc. (Lissak and Cohen, 2009).

### **NA'AMAT organisation**

NA'AMAT, the acronym for the "*Movement of Working Women and Volunteers*" established to engage strives to the quality of women life, infant children, and impoverished families in Israel. NA'AMAT's manifesto states that it unites action and beliefs action concerning issues ranging from religious pluralism .

The way to the improvement of women at home and in the workplace status including the improvement of infant child welfare, efforts for achieving solid peace in the Middle East area,

and assisting single parents families and immigrants to build new life in Israel, and to make end to all domestic violence.

The importance of the NA'AMAT to our research is critical because any change in management must have their approval because they are A. Youth-Village owners.

### **Gan-Raveh ("Watered Garden") regional council**

The council founded in 1952; its offices situated on the seashore, south of Tel-Aviv. Gan-Raveh Regional Council is the authority responsible for providing the A. Youth-Village with municipal services including sanitation, road lighting and maintenance, environmental and public building improvement.

The Regional Council, whose population is around 6,000, includes the following agricultural communities: one kibbutz, established in 1949. Six moshavim (cooperative settlements) established from 1930 to 1948; A. Youth-Village established in 1930 and an IDF military air base, Hila, established in 1960 (Gan-Raveh regional council, n.d.). The importance of the Gan-Raveh regional council to our research is critical mainly because the region constitutes the reservoir for A. Youth-Village's external pupils. Thus, collaboration between A. Youth-Village and Gan-Raveh can help achieve the youth village's goals as well as the regional council.

## **1.2 The significance of the research**

The statement that conservatism leads to fixation, stagnation and results in anti-regeneration (Kula and Glaubman, 1998; Ben Baruch, 1980) is particularly applicable to a dormant agricultural technological institute like the A. Youth-Village. The state of the enterprise is evident on entering the Youth Village, touring the playground, the neglected sports facilities, the ruined swimming pool and the out-dated classrooms. It is clear that a revolution is required and before you even begin to talk with employees and gather research findings, you can already see on the surface that the present situation, at least outwardly, requires a shake-up and a significant upgrade. The question is obviously, what needs to be changed? What can be done and what is possible and appropriate?

According to Sharan and Shahr (1990) to refine the organisational structure one should move from a "*loose connections*" structure to a "*strong, interlaced connections*" structure. According to Zilberstein (1991) for more effective operation of a school the staff should

cooperatively in decision making processes and follow-ups on performance, leading to a democratic, mutual communication, in a climate characterised by openness and trust amongst the teachers.

A drop in the number of pupils studying in the agricultural village boarding school due to decreased immigration to Israel in the late 1990s and financial difficulties led to demands by the Israeli Ministry of Education and its Administration of Rural Education and Youth Aliya Boarding Schools for reforms and changes in the A. Youth-Village. Three main changes were required: replacement of the youth village's head teacher; inclusion of external pupils in addition to the boarding pupils and updating of the pedagogic courses offered by the school to provide 21<sup>st</sup> century skills in line with technological and scientific developments.

The attempt to convert A. Youth-Village into a regional school in 1999 led to disappointing results and plans thwarted. Analysing the situation in our regional council education board meeting it was decided that one of the causes of failure was the fact that several mistakes were made in the implementation of the process which caused resistance by the school staff and the school board to implement the requested changes. The conclusion was that we should try again after examining the perceptions of stakeholders' including the pupils' parents, or other involved individuals, in order to ascertain that they were prepared for change. Therefore, decided to conduct a comprehensive, inside case study research on A. Youth-Village.

The need for the establishment of a regional council high school arose in order to create and provide comprehensive educational solution for all the children of the region. In the last decade, the towns in the area had endorsed a policy of selective acceptance of children from the region, as opposed to the previously, automatic acceptance. In addition, there was no authority or educational entity in the area willing to admit all children from the council, irrespective of their academic level, together with a commitment of a long-term educational arrangement. Any pupil transfer between municipal authorities would require special approval from the Ministry of Education's regional manager. The number of children in the regional elementary school already exceeded 650 and with the increase in number, the greater the problem of absorption into the high schools with their limited number of places.

In 1999, a joint committee formed comprising the senior staff of the A. Village School, representatives of the council's education committee, and volunteer parent representatives. The idea was to form an organisation directed by professional counsellors for the incorporation of changes, both in A.'s curricula and in its pupil population. The committee's

original plan would have changed A.'s status to become the regional secondary comprehensive school for all children of suitable age in the Gan-Raveh region. In practice, the committee operated during the period 1999-2001. A master plan was prepared with recommendations for change on the pedagogic and administrative levels. One of the suggestions was to establish a joint board of directors that would include the school's management, community and parent representatives. The finalized recommendations conveyed to the regional council's management for decision-making. The council's education committee discussed the proposal and a majority of its members, including the researcher, accepted the recommendations. The committee's recommendations transferred to the plenum of the regional council by the researcher, who served at that time as chairperson of the council's education committee. An extended meeting of the regional council plenum followed in which members of the educational committee presented the advantages and disadvantages of converting A. to a regional school meaning that it would be assigned administratively to the area of jurisdiction of the regional council. Parents attending the meeting granted permission to speak. After a prolonged discussion, attendees who were not members of the council plenum left, so that members could vote on the proposal. The plenum decided not to accept the education committee's recommendations with a majority of 11 against and 5 in favour. The next day the researcher resigned his position as chairperson of the council's education committee, following which all the other members of the education committee resigned and the steering committee dissolved.

During this period, contemplations began about the possibility of investigating the perceptions among the management of A. Youth-Village and of the stakeholders' regarding the appropriate management methods.

In early 2004, the construction of a new community settlement established in Gan-Raveh region, named after the indigenous flower, Iris, including about 540 private houses, completed in 7 years. The planned five hundred and forty households are equivalent to between 2,000-2,500 new residents, of whom at least two-thirds are children. This would add 500 to 800 children, aged between 1-18 years to the region's population. Of interest to this researcher was the fact that the approximately 270 secondary school pupils currently studying in schools outside the council (including A. Youth-Village) would grow to 450 or more, in number, following the establishment of Iris. The logistics involved in bussing 300 children to different secondary schools in surrounding towns would be even more difficult with the proportional increase of pupil number to buses. Moreover, it was dubious whether any educational

institution in the surrounding areas would be willing to absorb up to 500 children from the Gan-Raveh Regional Council. Thus, the new education committee, chaired by the researcher, thought that it would be necessary to establish a regional secondary comprehensive school at the start of 2009, which, at least in the three subsequent years, would provide a suitable educational solution for the population of the regional council. The underlying assumption for the research was that a developing community, such as the Gan-Raveh Regional Council, (especially after the development of a new settlement in the area governed by the regional council) requires its own comprehensive educational centre. This educational centre would be able to provide high quality education for all the region's children, reducing its dependence on educational institutions outside the area governed by the regional council. Eventually, the council agreed to adopt the recommendations of the education committee for the establishment of a comprehensive educational centre (regardless of any specific high school).

Given the urgent need for this solution, the research aimed to discover details of the modus operandi of the A. Youth-Village management, and to examine the extent of openness and willingness of the staff and parents to participate in the proposal for managerial changes. The incorporation of managerial changes would it was hoped lead to pedagogic and systemic changes, steering the school on the path to improvement, advancing its managerial system, equipping it for self-evaluation, and resulting in the achievement of higher quality educational standards.

Although the study was conducted in an agricultural school in Israel, theoretically, the study can contribute to the field of knowledge dealing with educational reform processes and educational management. The study's results assisted the formulation of innovative and advanced management methods, which can lead, if successful, to high quality management of the organisation, and an improvement in the functioning of the organisation in all its parameters.

### **The uniqueness of the study and its general significance**

Previous attempts to alter the status quo had failed largely because the staff and other stakeholders', i.e. the pupils' parents had not been consulted (this can be seen from steering committee protocols from 1999). Additionally, it seems that there were changes entirely initiated by outside bodies, i.e. the Ministry of Education and its Administration of Rural Education and Youth Aliya Boarding Schools. In other words, this situation necessitated research to shed light on the appropriate management methods used during the change that the

school underwent at that time. The uniqueness of this study is that it combined insights from the perceptions of employees and other stakeholders' with existing management theories developed for advanced technology companies to produce innovative management theory. This would allow producing an effective management model that would facilitate change in existing management practice.

In terms of methodology, this research has benefit: it employed a combination of known research methods like qualitative and quantitative to collect information on the perceptions of stakeholders' in the organisation, using advanced analysis methods and procedures. The insights derived from the mixed data produced a rich, thick description of the status quo that assisted the formation of innovative management theory that may be suitable for use in similar and other commercial organisations in the future.

Many studies made in the management of educational institutions, mostly relating to issues of pedagogy, school management, and campus social life. However, the issue of educational and managerial change in a boarding youth village was in some dispute. Especially where pupils and management together with educational employees reside, and embody a productive unit, still remains unexplored. Furthermore, a boarding youth village community adapting to the challenges of the 21<sup>st</sup> century, including the preparation of staff and parents for reform is a unique issue that remains largely unexplored, at least in Israel.

### **1.3 Thesis structure outline**

The thesis divides into the following six chapters with sub-chapters in each chapter. Each chapter of the thesis linkers with other chapters through a common thread, the research questions; the thesis starts with a personal preface explaining the motivation for the research followed by chapter I that includes an introduction and three chapters: describing research aims and then the context of the research followed by the significance of the research.

**CHAPTER II** - Theoretical perspective includes six sub-chapters discussing existing theory and research relating to management theories, organisational theory and educational management; these chapters also discuss leadership and school leadership; and educational change processes, teamwork and motivation. Based on this review of existing theory, the conceptual framework of this research are been presented.

**CHAPTER III** - Methodology includes eight chapters: the first relates to the choice of a research paradigm and the usage of mixed researched methods, including the rationale for the use of case study and describing the research design. Issues, relating to the subjectivity of the



researcher and objectivity of the research are been discussed. The research population and sampling method are been described. Data-collection methods and tools and data analysis methods are been detailed, discussing the issues of triangulation, validity, reliability, generalizability, researcher role, and ethical considerations.

**CHAPTER IV** - Findings includes two chapters: findings emerging from the documentary analysis, findings emerging from the closed-ended questionnaire, and findings emerging from the open-ended questionnaire.

**CHAPTER V** - Discussion includes one sub-chapter that interpret and evaluate the findings, offering an integration of the main results supported by links and insights into the theoretical perspectives, which underpinned the conceptual framework of this research.

**CHAPTER VI** – Conclusions and recommendations includes five sub-chapters: factual conclusions, conceptual conclusions, practical implications recommendations, future research, and limitations of the research. It also details the study's contribution to knowledge: the *Ed.QMS*.

The thesis is not complete without four Appendices: Appendix 1: Letters of Approval, A. Youth-Village Budget, Organisational Structure, and Learning Programmes; Appendix 2: Close-Ended Questionnaires; Appendix 3: Open-Ended Questionnaires; Appendix 4: Strategic model of *Ed.QMS* New Theory implementation.

## **Summary of chapter I**

Chapter 1 discussed the aims, focus and context of the research, followed by a description of the social political and economic context of the research issue and the historical background of the educational institution, and its development from a women's farm into a technological and agricultural Youth Village.

Details were been presented regarding the present-day vision and practice of the A. Youth-Village, its staff and resources, indicating the entities with which it interacts on a regular basis. This information provides a rich picture of the organisation's managerial and pedagogic existence. The chapter concluded by indicating the special significance of this research in local and academic terms. Chapter II below describes and discusses the theoretical and research perspectives presented in the relevant professional literature that underpinned the conceptual framework of the research.

## **CHAPTER II: THEORETICAL PERSPECTIVES**

### **Preview**

After explaining and discussing the research aims, focus and context, it is time to discuss the different theoretical perspectives that underpinned and guided the research and the attempt to develop new theory. There are many obvious similarities between organisational management theories. Especially those that were been created to improve working performance and products of organisations and education management theories aimed to enhance the working of educational institutes in order to improve pupils' achievements. They link together to provide professional administrative working methods on the one hand and education learning methods on the other hand.

Chapter II, including sub-chapters, provides a review of existing literature on organisational management theories in general and education management theories in particular. Sub-chapter 2.1 starts by discussing organisational theory, different types of organisations and managerial styles. An understanding of these issues was essential so in order to provide a theoretical underpinning to this research. This is followed by a description of the main managerial theories of the 20<sup>th</sup>-21<sup>st</sup> century including Deming (1986), Crosby (1995), Juran(2003), Acs and Audretsch(2010), Fullan (2003) and Chesbrough (2011).

Sub-sub-chapter 2.2 then relates to the application of management theories to educational organisations, defining and discussing intellectual organisations and detailing the organisational characteristics and managerial styles prevalent in schools.

This chapter also discusses the educational institution's adjustment to the community as well as the demands of scientific and technological education. Sub-chapter 2.3 relates to various theories regarding the issue of leadership in general, and more specifically their application to educational leadership. Sub-chapter 2.4 deals with the introduction of change processes in organisations with special reference to educational organisations. Sub-chapter 2.5 deals with two specific issues, teamwork and motivation, that provide additional understanding for the operation of any organisation, especially an organisation undergoing change. This review provided a sound basis for the research, which aimed to develop evidence based insights into the management methods used while organisational changes were taking place in the A. Youth-Village.

CHAPTER II concludes with sub-chapter 2.6 presenting an outline of the research's conceptual framework founded on this review.

## **2. Management theories**

### **2.1 Management evolution in the 20<sup>th</sup> century**

Towards the end of the 20<sup>th</sup> century, the knowledge corpus of management consisted of six different sectors, namely:

1. Management human resource
2. Production and operations management
3. Strategic administrative management
4. Commerce management
5. Economical management
6. Management technology knowledge, in charge of information management, and information systems

Newer sectors of management theory formed relating to non-profit organisations: such as public administration, educational management and public management. In addition, management programmes relating to civil-society organisations have spawned programmes in non-profit management and social academic entrepreneurship Acs and Audretsch (2010).

However, in the 21<sup>st</sup> century observers find it increasingly difficult to subdivide the knowledge corpus of management into functional categories in this way. More and more processes simultaneously involve several categories. Instead, one tends to think in terms of the various processes, tasks and objects subject to management.

Acs and Audretsch (2010) wrote about entrepreneurship that includes concerning opportunity recognition and exploitation to economic theory, they created a model of the knowledge production function. Based on new theoretical models combined with compelling empirical evidence, Acs and Audretsch offer a reinterpretation of the role of entrepreneurship in innovative activity and technology.

#### **2.1.1 Democracy versus command and control hierarchies in the workplace**

Since the late 20<sup>th</sup> century, many of the conventional management approaches have drawn criticism from anti-corporate activists, because of the adoption of new business ethics, and due to conclusions from academic studies on management. As a result, there has been more use of democratic practices and more decentralization of managerial powers among

employees, giving them some of the responsibility for managerial tasks. However, the implementation of these management models takes place without linkage to any political context and this is therefore a more natural change than change, which is the result of implementation of hierarchical models (Craig, 2009).

Craig (2009) strongly recommends that management should adhere to democratic practices since successful management needs the support of long-term workers in order to prevent increased voluntary turnover, or even strikes.

Despite this trend toward greater democracy in the workplace, in practice, most organisations still rely primarily on command-and-control structures. This is especially noticeable in times of economic distress, when there are far less redundancies at management levels than at the lower levels of organisations. In some circumstances, management has even rewarded itself with bonuses while lower level employees lost their jobs (Craig, 2009).

The research aimed to discover the most suitable way to manage A. Youth-Village, during and following period of change and reform, it was therefore important to understand existing management theories to be able to build appropriate solutions for the studied phenomena. The combination of traditional managerial methods with the newest business management methods is the torch that the researcher followed throughout the research, under the assumption that the newest managerial theories and models are more suitable for the management of non-profit organisations such as the A. Youth-Village.

Management relates to many dimensions of the organisation and their functioning. Kotter and Cohen (2002) listed five dimensions in which management works to form and implement business policy and strategies; they derived these lists from the work of different scholars. The following is a summary of their description of these five dimensions:

### **1. Basic functions**

How management employs various functions. These functions seen as a sequence including stages of planning, organising, staffing, leading or directing, controlling and monitoring, and motivating staff for future performance.

### **2. Formation of business policy**

- The task of the business is the most apparent goal.
- The vision of the business reflects its targets and defines its intended direction or future end.

- The aims of the business refer to product or activity, which the certain mission was to aim.
- The business strategy is a guide that includes rules, regulations and aims, and may be used in the managers' decision-making process. It must be flexible and easily understood by all employees.
- The business strategy refers to the coordinated plan of action that it is going to take, as well as the resources that it will use, to realise its vision and long-term objectives.

As part of the research all, the aspects of dimension 1 and 2 above were checked and rechecked as they were been reflected in the perceptions of the A. Youth-Village management and personnel.

### **3. Implementation of policies and strategies**

The following principles should be observed when planning procedures and strategies:

- Organisational policies and strategies need to undergo deliberation with managerial staffs.
- Managers must assess where and how they can apply their policies and strategies.
- The overall plan of action should be modify for each division.
- Policies and strategies should be revising frequently.
- Eventuality plans need to be reformulate in light of surrounding changes.
- There should be frequent re-evaluation of progress by senior managers.
- A pleasant atmosphere and team spirit should be foster within the business company.
- The assignments, aims, strengths and weaknesses of each division should be analysed to enable the management to define their functions in achieving the business objectives.
- The proposed method creates a more reliable perspective of the business's future environment.
- A planning department should be developed to ensure that all plans are consistent and that practices and strategies are all direct to achieve the same goal.

The current research used these guidelines as recommended to gather perceptions of the research respondents concerning the planning and implementation of policies in the A. Youth-Village high school during and after reforms. In order to gain a better understand the way in which the A. Youth-Village is been managed and whether the respondents felt that the

management had handled these issues wisely. This information would point up any areas of difficulty or conflict, indicating employee and organisational priorities. The guidelines of the stage plan suggested issues for investigation in the present research, yet the systematic plan constructed for commercial enterprises. It is clear that it may suit managerial work in educational institutions although it would obviously require a long and complex process of adaptation and the creation of adaptive management concepts for application in the field of education (Kotter and Cohen, 2002).

#### **4. *The effect of detailing policies and strategies in the planning process***

- They give middle and lower-level supervisors a good idea of the forthcoming plans for each unit in the organisation.
- An outline is been created, detailing plans and drawing conclusions.
- Lower-level and middle-level supervision may add their own plans to the business's strategic plans.

#### **5. *Multi-divisional hierarchy***

The management of a large organisation may have up to five levels:

- Upper-level management
- Middle-level management
- Low-level management
- Supervisor / Foremen
- Subordinate “*rank and file*” employees in the work place

The following characteristics are associated in the literature with to the different managerial levels.

#### **6. *Top-level managerial staffs:***

- Involve an extensive understanding of management roles and talents.
- Have to be aware of external factors such as markets.
- Their decisions are usually of a lasting nature.
- Their conclusive decisions are been made by using diagnostic, directive, conceptual and/or behavioural/participative procedures.
- They have responsibility for any intentional decisions.
- They have to check effectiveness of their operations in the future.
- They are executive in nature.

### **7. *Middle managerial staff:***

- They have an understanding of certain specific managerial tasks.
- They have responsibility for the implementation of decisions made by the upper level management staff.
- Middle level management are responsible for finance, marketing etc.

### ***Lower managerial staff:***

- Ensure that higher-level managerial decisions/plans are implementing by the two lower levels.
- Lower-level managers' decisions are commonly short-term decisions.

### ***Supervisor / Foremen:***

- These people directly supervise and monitor the working employees in the office, workshop, marketing fields or other activities and workgroups.

### ***Subordinate "rank and file" employees:***

- This group's responsibility is even more restricted and more specific than those of the supervisor are.

## **2.2 Total quality management**

An emphasis on quality may not only save money but also prove to be a key in the success or failure of a business Deming (1986). From the consumer's point of view, quality means a product or service that consistently fulfils the buyer's expectations.

The modern day concept of quality first emerged during the industrial revolution. Before that time goods had been completed from beginning to end by the same employee or team of workers, who hand crafted and modified the final assembled product to meet 'quality criteria' determined by their managers. Following the industrial revolution, the creation of mass manufacture and assembly lines brought large teams of people working together on different sequential production stages, so that a single person was no longer able to complete a product from initial manufacture of parts to assembly Deming (1986).

In the 19th century industrial engineer pioneers, such as Frederick Winslow Taylor (1912) recognised the limitations of these manufacturing methods. But it was only in the 20<sup>th</sup> century, as a result of lessons learned from production methods used in World War I

that Shewhart (1939), a statistician, theorised that product control could best be managed by statistics. He developed a statistical chart for the control of product variables. Deming (1986) worked with Shewhart during the 1930s at the American Bell telephone company and developed a unique principled managerial process, based on the principles proposed by Shewhart (1939). Deming used statistical control techniques to assist the intervention of all levels of managers in the manufacturing process in order to ensure better quality products. He then applied these techniques during World War II while working on government war production. In 1947, General Douglas MacArthur and the U.S. state department sent Deming to Japan to help redevelop war-devastated Japanese manufacturing plants. He explained his "*statistical process control*" methods to Japanese executives and engineers and they agreed to adopt Deming's ideas, especially since his concept of working towards high quality was in line with their own cultural concepts. Deming's ideas employed Stewart's statistical quality control mechanism to ensure that quality builds into the product at all stages of manufacture through various management techniques.

Deming (1986) applied his philosophy to construct a managerial method known as Total Quality Management (TQM) method based on four basic principles: Plan, Do, Study and Act (PDSA). He was the first to propose that employees must believe in the attainability of quality in order to be effective in their work. He emphasised statistical methods of quality control, quality assurance, and the setting of binding standards, which all employees must adhere. Deming's (1986) method is been designed to meet two objectives: improving the quality of the 'product', and making work processes more efficient.

In the case under discussion here, the pupil and his parents constitute the consumer, whose desires and wishes should be consider by the organisation. The underlying concept of TQM is that there should be constant improvement in the organisation's managerial quality. the quality of work, the attitude of the employees (in the present case, teachers) towards consumers (pupils), as well as in the quality of the organisation's 'outputs', namely, in the case of a school, the pupils' grades and their image as graduates of an educational system. TQM is essentially a set of steps that the organisation follows in order to get things right, the first time. TQM aims to identify the root cause of every defect and to fix it in order to eliminate it.

TQM therefore focuses on process measurement and controls Quality Management Systems (QMS) are the tools and processes that an organisation adopts in order to achieve deliverable quality. This includes both quality assurance (reviews) activities and quality



control (testing) activities that enable the organisation to achieve high consumer satisfaction; in other words, the organisational structure, procedures, processes and resources needed to implement quality management. Since this study, concerns with the employees and stakeholders' perceptions of appropriate managerial methods during change, then the TQM, and other managerial theories can provide the necessary theoretical underpinning for this research.

Early systems of TQM focussed on the predictable consequences of industrial production lines, using modest statistics and random samples. Since labour costs were usually the most costly input in most industrial cultures, team collaboration was emphasize, to try to maximise labour efficiency and emphasis was given to the early detection of difficulties through a continuous cycle of examination and improvement.

**Table 1: Deming's TQM principles in relation to the different dimensions of QMS**

<b>Dimension of QMS</b>	<b>TQM principles</b>
Organisational Structure	Create a plan; publish the aims and purposes of the organisation.
Responsibilities	Learn and adopt the new philosophy of quality.
Methods	Understand the purpose of inspection; Stop depending on inspection.
Data Management	Stop awarding business based on price alone.
Processes	Improve the system constantly.
Resources	Institute training
Consumer Satisfaction	Teaching and institute leadership.
Continuous Improvement	Drive out fear, create trust, and create a climate for innovation.
Monitoring	Optimise the efforts of teams, Groups and staff areas.
Product Quality	Eliminate exhortations, and targets for the work force; provide methods of achievement.
---	Eliminate numerical quotas for the work force.
---	Remove barriers that rob people of pride for workmanship.
---	Encourage education and self-improvement for everyone.
---	Perform action to accomplish the transformation, make it everyone's job.

Recent decades have seen modifications in QMS in line with demands by investors and consumers for greater transparency and sustainability. The ISO 9000 standards are a prevalent example of QMS regimes that have been widely adopted in many world states. Since the 1950s, the issue of quality and the development of managerial processes to ensure quality was

recognise as an independent profession. This profession has undergone significant change in line with recent technological and social developments.

Deming's TQM theory (1986) asserts that the adoption of a new managerial philosophy necessitates abandoning traditional ways of working, moving from inspection of quality to building quality into every product and process. Contracts should not be awarded according to the lowest bid, rather there is a need to specify and buy quality. The theory calls for a continuous process of improvement in every aspect of company activity using work-based in-house training techniques and emphasising quality, not quantity, to leaders and managers. Deming aimed to drive out fear by improving communication and breaking down organisational barriers, eliminating slogans, exhortations, and arbitrary numerical targets and improving employees' pride in their workmanship by locating responsibility with the worker and encouraging education and self-development.

As noted, TQM is a managerial philosophy and a set of underlying principles Deming (1986) aimed at providing consumers with all their needs, while constantly improving the organisation. Naturally, everyone is in favour of quality, it is difficult to imagine a manager, who would not support the idea of quality. However, to be able to commit oneself to total quality as one's philosophy or managerial 'credo' one must first understand what the concept 'quality' means. Quality is not necessarily associated with excellent performance. By definition, quality means the ability to meet the highest standards, to adhere to requirements, doing things as expected, and refraining from any possible mistakes or problems. Nevertheless, quality does not mean correcting things after they have already occurred, or allowing for inaccuracies or problems in manufacturing or service.

Although Deming (1986) suggested that advanced management methods could successfully applied in educational organisations after a suitable adaptation process, while performing ongoing monitoring throughout the period, the TQM model is relevant and even crucial to this research because it provides clear quality measures that can be adapted for application in educational institutions. Educational management needs quality measurement in order to check, improve, promote and bring the educational organisation to higher levels of management so that the institute goals will achieved and to increase the level of employee and consumer satisfaction.

### **2.2.1 Quality management and costs**

In the majority of organisations, the definition of quality is determined in the short run, incurring significant costs, as quality becomes synonymous with control and supervision aiming to detect and pinpoint any problems or faults and possible corrections in order to reduce the occurrence of mistakes to negligible. Ironically, this system leads to lack of quality, especially when quality control systems perceived as the only means of assuring quality operation in organisations. Quality control systems should be based on the desirable level of quality of a product or a process attained through meticulous and careful planning, testing, and corrective action, if necessary (Juran, 1992).

Quality control or corrective action approaches are expensive. Whenever something has to be re-made or when changes and corrections are required, the organisation incurs two-fold costs: the cost of performing the work in the first place and the cost of the corrections. Faulty manufacturing or services might result in enormous costs involved in replacing the product, claiming product liability, returning the product, misuse claims, consumers' legal acts or loss of consumers. In additions, sums must pay to inspectors to evaluate the work.

The issue of quality constituted one of the main variables of the research concerning A. Youth-Village management. To determine the most suitable system of management for the A. Youth-Village, it was first necessary to define the concept of quality in general, and then to define the meaning of this variable in the specific context of A. Youth-Village. As an agricultural farm, the pupils of A. manufacture goods in the form of milk, eggs, cotton, and pecans. Professional teachers aim to guide the pupils as apprentices.

Although pupils are not paid for their work, they receive grades according to their performance as workers. An improved, and more cost-effective strategy, would be to first teach the employees, in this case, the A. Youth-Village staff, how to carry out their respective functions, in order to prevent mistakes. In this view, quality management and control systems seem significant within the context of appropriate management methods used during the organisational change.

### **2.2.2 Obstacles on the way to achieving quality**

Many organisations fail to institutionalise quality simply because they have selected incorrect methods and ways (Deming, 1986). This research traces the quest to determine an appropriate management method for the A. Youth-Village as an organisation. According to TQM (Crosby 1995), it appears that organisations can gradually achieve high quality through the

implementation of the entire process of quality improvement if they can learn to avoid the following mistakes:

1. *Concentrating only on intentions* - A strong ambition to establish quality is insufficient, as everyone has good intentions with regard to the quality of their work, but intentions are no more than small part of achieving quality.
2. *Beginning at lowest echelons*: As in any organisational change programme, change should begin in the highest echelons, at the top. It is important that the employees are confident in the highest manager's support before they accept it.
3. *Concentrating on inspection* - Programmes designed to improve quality that emphasise inspection upon completion of work are doomed to failure. Key to excellence is the designed planning before production of the finished product.
4. *Presuming that quality is something technical and not managerial* - Quality is now synonymous with planning, engineering, work, and not necessarily managerial roles. Excellence cannot attain when only one is responsible for quality; it must spread throughout the organisation.
5. *Impatience with quality*: Some firms forgo quality simply because they cannot see immediate results. When the anticipated quick turnabout fails to occur, some managers reach the faulty conclusion that quality is unattainable. Real adherence to standards, with regard to all the different aspects of the role, takes time. Committed organisations must be willing to devote years to develop quality and must continually concentrate on this (Liraz, 2000).

### **2.2.3 Deming's improvement cycle**

In view of experience in the field, several principles were set, intended to assist the implementation of the TQM theory. The following list constitutes a summary of description of additional principles by the Elder (1997), translated from Hebrew:

1. *Management's active involvement*: Tight collaboration between managers and employees, managers' are involved in the working methods, procedures and process within the organisation by visiting the site production and assembly lines.
2. *Overall involvement of all employees*: Sharing manufacturing process and working methods with working employees at all levels, it is crucial and necessary, in this respect,

to identify the external and the internal consumers and the mutual relations between them.

3. *Employees' training and qualification*: Many resources allocated for the practical specialization of employees' training, to educate them in the field of performance techniques, new working methods and processes within the organisation.
4. *Quality control circles*: Establishing social circles that facilitate the improvement of employee work processes increase their efficiency. These control circles demonstrate, at the same time, their individual and personal professional skills. These control circles encourage the employees by sharing knowledge with other employees' colleague, thereby increasing the competences and skills of human capital, and achieving the by-products of sanitizing existing processes and thinking about ideas for the near future.
5. *Quality control* - Emphasis on statistical techniques of control; checking organisational monitoring and supervision; enabling to measure the eminence of an organisation's work.
6. *Collaboration as a national goal*: Quality management might become a national aim; part of the residents' achievements may be appreciated, taken into account the major contribution to the nation as a whole (Eldar, 1997).

Deming (1986) also recommended that the organisation should analyse and measure all production and business processes in order to identify sources and variations that led to failure to meet consumer demands. He also recommended that business processes should undergo a continuous cycle of managerial checking in order to enable managers to identify, modify and change sections of the process that needed adjustment and improvement.

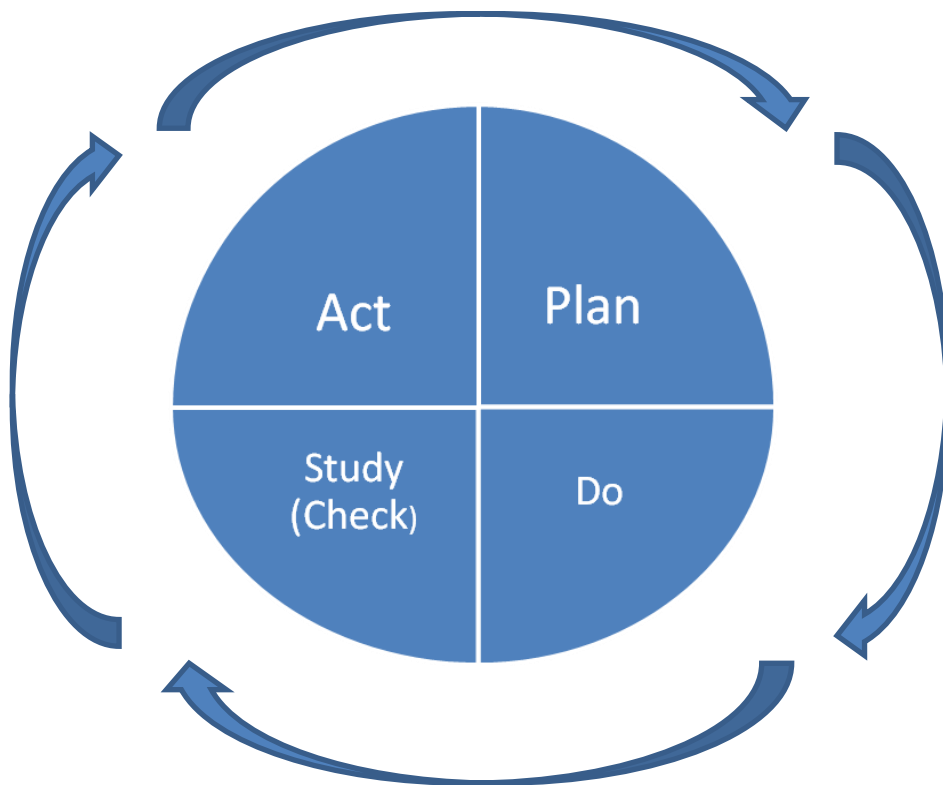
Later, following his experience in the field with his concepts, Deming (1986) developed a more detailed model to illustrate this continuous checking process, commonly known as the PDSA cycle for Plan, Do, and Study (Check) and Act (see Figure 1 below).

This model can be applied to other types of institutions such as educational institutions and not only manufacturing enterprises.

Like its predecessor, it is based on four main elements:

1. **PLAN**: Plan or revise business process mechanisms to progress results
2. **DO**: Implement the plan and measure its performance
3. **STUDY**: Calculate the measurements and report the results to decision makers
4. **ACT**: Choose the changes needed to advance the process.

**Figure 1: Deming *PDSA* (PDCA) cycle, (Gabor, 1990)**



However, the cycle described in Figure 1 above may need reconsideration in light of the developments of the 21<sup>st</sup> century. Deming's focus was on industrial production processes, and the level of improvements, according to Arveson (1998), Deming sought was on the level of production. In the modern post-industrial company, these kinds of improvements still needed but the real performance drivers often occur on the level of business strategy. Strategic deployment is another process, but it has relatively longer-term variations because large companies cannot change as rapidly as small business units. Still, strategic initiatives should be placed in feedback loop, with measurements and planning that are linked to the PDSA (Arveson, 1998).

The model presented in Figure 1 above is has been used in the work of separate business departments with specific goals, targets and initiatives particular to those departments. There are also several recent variations on this concept. Research concerning educational institutions most often uses the model presented above in Figures 1: the Deming Cycle and TQM/PDSA/PDCA models founded to be relevant to this research, as the different elements of the models could easily identified in the management of A. Youth-Village Deming (1986). Nevertheless, the models are not entirely suitable to the particular characteristics of

educational institutions as is been discussed in next sub-chapters. Thus, the research considered the basic principles of these managerial models but adapted them and added to them to produce a suitable working model for the Youth Village.

## 2.3 Quality management by Juran

Juran (2003), who focused more on managing for quality, developed parallel theory to that of Deming. Juran posited that quality stands for “*competence in respect of use or objective*”, where the objective established at the time of production was to produce durable products offering optimal service. Juran’s theory related to three different processes: “*an approach to cross-functional management that is composed of three managerial processes: quality planning, quality control and quality improvement. These functions all play a vital role when evaluating quality*”, (Koerner and Koerner, 2012, p.5).

**Figure 2: The quality trilogy (Juran, 2003)**



In Figure 2 the flow of information between the three main processes linked by an arrow to describe the direction of information flow between them. Transfer of information between each of the three main processes allows continual updating of the organisation in real time.

Juran summarizes the three main processes discussed in detail (2003, pp.20-22):

1. “*Quality planning - is a major issue when designing to meet established goals under operating conditions:*
2. *Quality planning process stems from the unity of purpose, which spans all functions of an organisation.*
3. *The subject of process planning can be anything - manufacturing or engineering process for designing or scheming new products, a production process for production of goods, or a service process for consumer requests respond.*

4. *Quality planning almost always involves identifying consumers and buyers, both internal and external. Determining their individual needs, specifying the product types that satisfy those needs at minimum cost.*
5. *Quality control - operated when it is necessary to correct the process so that it performs with best efficiency way of managing procedures to meet quality aims.*
6. *The process of Quality Control involves:*
7. *Choosing control topics*
8. *Choosing units of capacity*
9. *Establishing a measurement process*
10. *Measuring*
11. *Interpreting variances between measurement and aim.*
12. *Taking action to correct significant changes*
13. *Quality improving - summarised principles of quality management:*
14. *Create the need and opportunity for improvement awareness.*
15. *Set explicit aims for improvement and development.*
16. *Create an organisational structure to drive the development process.*
17. *Provide appropriate professional training.*
18. *Adopt a project approach to problem solving procedure.*
19. *Identify improvement and report progress.*
20. *Recognise and strengthen success.*
21. *Communicate outcomes.*
22. *Keep record of changes.*
23. *Build an annual monitoring improvement cycle into all firm processes”.*

*Quality Improvement* is employed to devise ways to take the process to new higher levels of performance. Assuming the process is under control, any waste that occurs must be inherent in the design of the process.

The object of quality improvement is to reduce chronic waste to a much lower level. For the present study, Juran's quality management model added peripheral perceptions, which are not included in Deming's TQM theory described above, or the theory of Crosby, whose management perceptions are presented in the next section below.



Although Deming spoke of the need for ceaseless checks and improvements, Juran added especially emphasis regarding on-going planning with feedback from the field along with constant quality control (see Table 2 below comparing the different theories).

### **2.3.1 Quality management by Crosby**

Crosby's (1995) approach to management is less academic than Juran and Deming. The approach is been credited for being the first to express the idea of “*Zero Defects*”, namely, the right thing should be done from the beginning so that there should be no defects. Crosby pointed out that failure to achieve quality leads to multiple, unnecessary expenses and wasted resources, high production costs, unsuccessful products and services, inefficient activity, not responding to consumer needs and, finally, damage to the organisation’s reputation. Crosby established his theory on four foundations he termed “*definite*”:

1. Quality defines adjustment to requirements and not the quality level.
2. Quality can achieve by prevention and not by evaluation.
3. The standard set for qualitative performance is “*Zero Defects*” and any other standard should not be recognised and acknowledged.
4. Quality measured according to the cost of incompatibility.

Since he assumed that quality defines adjustment to requirements and not the quality level, Crosby emphasized “*fitting requirements*”. He determined six main conditions for the process of quality improvement: understanding, commitment by management and employees, ability to perform, communication, corrective action, and continuity.

Detailing the following stages for a quality improvement plan:

Examining the philosophies of Deming (1986), Juran (2003), and Crosby (1995) concluded that they have at least four points in common.

The first is that they are all consumer-focused, the second is that they all emphasise the need for commitment and leadership from top management, the third is that they all indicate that there should be continuous improvement based on facts and finally all recommend team-based work.

Table 2 below presents a comparison of the different perceptions of quality management.

**Table 2: Comparative table - different perceptions of quality management**

<b>Topic</b>	<b>Deming</b>	<b>Juran</b>	<b>Crosby</b>
<b>The approach</b>	<b>TQM-</b> total quality management	<b>TQM-</b> total quality management	<b>ZD</b> - zero defects
<b>Defining quality</b>	Diminishing variance	Adjustment to use	Adjustment to requirements
<b>Quality price</b>	Quality is not free	The quality of adjustment saves money; quality of design costs money, but leads to competitive improvement	Quality is free;,, lack of quality costs the system money
<b>Statistical quality control</b>	Much emphasis	Emphasising the perception	Points to its importance but leaves treatment to others
<b>Motivation</b>	Management controls problems, which, in turn, influence the employee.	Necessary, but incapable of providing an exclusive solution	Emphasising process that begins with management and continues down to the junior employee
<b>Supplier commitment</b>	Demand by the suppliers to operate SPC	Mutual relations and dependence between supplier and consumer in technological/managerial fields	Emphasising improved mutual relations between the supplier and consumer
<b>Management</b>	Leading quality	Essential change in modes of management	Management commitment

This table by Sellis (2002) shows the similarity between the concepts of the three most recognised experts in the field of quality management. This comparison, was considered when designing the questionnaires to collect information regarding the attitude of stakeholders in the A. Youth-Village.

In light of the understanding gleaned from these theories relating to the management of manufacturing businesses, it seemed necessary to investigate what should be the appropriate management methods for running A. Youth-Village. Thus, the research aimed to develop evidence-based insights into the management methods used while organisational changes were taking place in the A. Youth-Village.

## 2.4 Quality components of the managerial system

Tague (2004) described seven quality components (parameters), which he called "*Seven Basic Quality Tools*" for the improvement of any firm's management aspiring for quality:

1. Realisation and fulfilment of individual capabilities
2. Willpower, motivation, and decisiveness
3. Accuracy, reliability, ability to concentrate on details, discipline, and a willingness to accept authority
4. Creativity, innovation, and inventiveness in teamwork
5. Developing a set of moral measures (criteria) and developing a comprehensive/holistic and systematic approach.
6. Ability to separate the wheat from the chaff, to prioritize work due to a timetable
7. Operating the system according to goals and objectives as required for production; increasing the ability to improve processes while saving time and resources.

According to Tague (2004), at the leadership level, the senior supervisor is responsible for quality components, management system quality, and liability to the public. The parameter of information deals with the scope and magnitude of data regarding the required level of quality and the way data is managed by the system, setting starting points to compare them with existing quality components and data analysis, and information on quality. Another component is that of responding to "*consumer complaints*" in order to improve quality, using consumer satisfaction/feedback questionnaires, analysing the feedback to determine the level of satisfaction, and then comparing consumers' satisfaction with other places.

Acs and Audretsch (2010) expanded previous theory. They claimed that when a company uses its creative potential to channel the transmission of information, it could translate this into valuable commercial information that the organisation can exploit. Additionally they recommended that the spectrum of resources and contributors to their creative activities could be broadened in order to increase outputs, ensuring that they would become an important part of the technological processes for change in the organisation.

An innovative key finding, presented by them is that the conventional wisdom/ OR perceptions regarding the change process is inconsistent with the new understanding about the role of innovative activity within the company. Empirical evidence strongly suggested that,

small firms play a key role in generating innovations. They claim the more recent evidence, endorse that scale economies bestowed through geographic proximity and facilitated by spatial clusters are more important and produce innovative change output.

This research examined these components and parameters in relation to A. Youth-Village through questionnaires administered to all the relevant respondents; staff employees, and pupil's parents in order to understand and measure their attitudes towards consumers and the organisation-consumer relationship.

This data enabled the researcher to construct a clearer picture of this issue, organisation-consumer relations, are very important. Especially when testing an organisation that, in addition to teaching, learning and education must also communicate with parents and other consumers and consider their opinions and feelings.

## **2.5 Applying management theories in education institutes as organisations**

Since this study sought to construct appropriate theory and a model for the management of an educational institution, organisational theory was studied to shed light on the needs and the dynamics within a community of workers.

### **2.5.1 Definitions of an organisation**

Research concerning educational institutions should begin with organisational analysis. Samuel (2005) defined organisations as purposeful social systems, manufacturing products or services through coordinated and controlled cycles of actions. As such, every business, non-profit, public, private, and intellectual, or any other organisation, is characterised by several general conventions. The A. Youth-Village conforms to this definition. It is a non-profit educational institution and yet, it be considered as if it was a business or commercial firm since it is an organisation with similar characteristics to other business or commercial organisation. This research is an attempt to investigate these characteristics.

Organisation is one phase, one configuration representing management in the framework of which the division of labour, authorities, channels of reporting, and communication are set. Correct design and appropriate staffing of an organisation shapes it into an organic body with mutual relations between its different organs. Organisation defined as a mechanism specially designed to facilitate the performance of a particular task.

Cohen (2002) indicated that organisations should operate in conjunction between the different roles, the ultimate goal being to carry out the organisational assignments successfully, with fewest frictions and with the highest satisfaction. A clear distinction exists between different types of organisations, and expressed in the ambitions and goals for which the organisation constructed in the first place. Organisations are defined entities, identifiable and distinguishable. Sometimes organisations function as fixed, permanent settings. However, Samuel (2005) indicated that organisations are, first, productive units, manufacturing, in a productive manner, goods, or services of value and benefit for a particular environment.

Chesbrough (2011) claims that leveraging services innovation effectively is and will always be a challenging mission that requires a new innovative approach to how to do business of any kind. He pointed out that with this new way of thinking firms that open to innovation could elevate to higher levels of managerial success. According to Chesbrough, when adapting the input from thinking on the business, as a productive manufacturing firm to a business-based service management should operate according to four new concepts:

1. Managers should think of their business as a kind of service procedure in order to sustain profitability and achieve progress.
2. Innovators must co-create with buyers to create experiences that are more appropriate for customers, who will get more of what they really want in first place.
3. Open innovation that advances service innovation accelerates, deepens and enables growth by promoting specialization within the suppliers, producing complementary goods and services, and listening to customers, and other third parties in the business environment. This results in more choice and variety for customers.
4. Effective services innovation requires new kinds of business models. In these types of firms, operational profit progresses from internal innovation initiatives and reinforcement of creative activities to the provision of unique value added for their business.

Chesbrough (2011) emphasizes that these four principles can create suitable framework for innovation that can allow all kind of business to grow and therefore compete not only in their field of expertise but also in the field of services. That he proclaim will ultimately cause to the escape from the commodity trap, which is been considered treacherous treadmill.

### 2.5.2 Education institutions as organisations

The definition of organisations as productive units implies that schools of all kinds are productive organisations receiving inputs, undergoing processing, and manufacturing outputs (Zabar, 2001).

The difference between schools and other productive organisations is clear. In a school, the pupil is obligated to undergo a learning process, at the end of which, the final "*product*", as it were, is the pupil, purportedly better educated, more skilled, more intelligent, more scholarly, but still the same pupil and not an entirely new product as is produced in a manufacturing organisations (Shkedy, 2000). Although the pupils constitute 'consumers' of the organisation at the same time, they are "*inputs*" coming into the system and "*outputs*" produced by the system.

The A. Youth-Village is by definition an agricultural technology and sciences school that produces milk from the dairy, eggs from the chickens coop, corn and cotton from the fields, pecans from the pecan grove, and plants and trees from the nursery. It includes a school but it is also a manufacturing organisation producing farm produce with the assistance of the pupils' work. It is a unique point in case, as the pupils produce goods as part of their education programme.

As for formal organisations, Blau and Scott, in Gaziel (1990), define a formal organisation as an organisation designed for a particular purpose, the achievement of which demands joint effort. The members establish some purpose-oriented organisation whose aim is to coordinate the actions of as many people as possible and encourage others to join them. The organisational structure is usually hierarchic and permanent.

As for informal organisations, that involve formal organisation might yield unexpected outcomes, whereas the employees in an informal organisation can work differently from what is required of them by the formal organisation. This research attempted to determine whether the A. Youth-Village was a formal or informal organisation through questions put to the respondents on this issue. The organisation's predominant type affects future changes. It was crucial to determine the type of organisation in order to be able to find the appropriate management method.

There is a clear distinction between open and closed systems:

According to Daft (2001, p.3) “*A system is a set of interacting elements that acquire inputs from the environment, transforms them, and discharges outputs to the external environment*”.

Closed-system models often see the external environment as predictable and constant and therefore they ignore changes such as technological developments and the cultural and demographic characteristics of the environment. Organisations that follow this model assume that the environment does not cause problems or intervene in the organisation’s function and so they do not depend on the external environment for explanations or solutions. Managerial decisions are been made in isolation from the outside world. These models rely primarily on internal organisational processes to determine individual, group and organisational behaviours. The central management objective addressed in these closed and open models is the efficient running of the organisation. Closed systems are usually preferred although they have internal performance limitations. In open-system models, it is assumed that the external variables or events play a significant role in explaining what is happening within the organisation (Daft, 2001).

### **2.5.3 Characteristics of educational organisations**

Several scholars like Elbaum-Dror (1998), Eldar (1997), Drucker (2001) and West-Burnham (1997) have tried to identify the basic characteristics of educational organisations. Samuel (2005) provided eight characteristics of organisations that are evident also in educational organisations:

1. *Formality* – Organisations are very much characterised by official documentation defining, in a clear and unequivocal manner, the rights and duties, authorisations and limitations of people assuming different positions.
2. *Division of labour* – In organisations based on the idea of sub-division of assignments into smaller assignments imposed upon individuals and groups in the format of roles and organisational units, every person in the organisation is in charge of performing a specified variety of activities. These interconnect to form defined roles although, at times, these activities defined as “*apart from the job*”. Due to its different roles and functions, the division of control and management is crucial to the successful working operation of A. Youth-Village.
3. *Hierarchy of authority* – The structure of most organisations is pyramid-shaped. At the top of the pyramid are a few people assuming managerial positions. At the bottom are many

people assuming positions with no managerial authority. A. Youth-Village's hierarchy of authority examined in this study by interviewing various members of staff and reading managerial papers, conducting an investigation of the infrastructure and creating a management flow-chart.

4. *Centralisation* - Organisations are not egalitarian societies. The right to make decisions and set policies is concentrated in the hands of the highest managerial rank. This expressed in the axiom, "*knowledge equals power*". The extent of centralisation of A. Youth-Village examined in interviews with the management staff.
5. *Specialisation* – The more complex and professional the work conducted by the organisation, the broader the knowledge of the different subjects required by the people performing the organisational tasks. This knowledge learned and acquired in the early processes of training, some of which is quite long and difficult. The research investigated to what extent the A. Youth-Village managerial staff were specialists in their work in the interviews with management staff and through questionnaires.
6. *Uniformity* – Because of the complex nature of work in particular organisations, one of their most salient characteristics is the fact that work processes result in the manufacturing of products and services. It is this uniformity of practice that allows for the efficient functioning of the organisation, meeting international standards, diminishing any irregularities and incidents, and cost-savings (Samuel, 2005). The research examined whether the A. Youth-Village exhibited such uniformity by interviewing the managerial staff about the managerial characteristics involved in producing the institute's products and services.
7. *Coordination* - Division of labour, into organisational sub-units, responsible for performing partial jobs, necessitates interdependence between these sub-units. In A. Youth-Village, the coordination between the different managerial staff explored in the interviews and questionnaires.
8. *Collaboration* - In most organisations, employees' participation based on their own free will and desire to take part in the organisational activity, their identification with the goals and objectives held by the organisation, and the trust they place in the organisation and its leading figures. Collaboration finds expression in the staff's consent so that they obey the organisation's rules and management (Samuel, 2005).

We explored the A. Youth-Village managerial staff's level of collaboration, teamwork, professionalism, performance skills, and inter-personal relationships in the interviews and questionnaires of this research.



#### 2.5.4 The application of specific managerial theories to educational institutions

According to Elbaum-Dror (1998), there are three key schools of management theory, which are relevant to education management:

The scientific management based school, is a school of thoughts that evolved in the United States between the end of the nineteenth century and the beginning of the twentieth century. Taylor (2006), who perceived the human being as “*a rational economic machine*”, aspires to achieve as many material benefits as possible, developed the theory. Taylor (2006) realised that it was necessary to utilise this inborn trait to improve organisational outputs. He envisaged that thinking and conceptualisation should be conducted far from the shop floor in a special planning department

Taylor (2006) enumerated five compulsory rules to introduce and justify his theory:

1. As the human being has a constant and unchanging nature, the employee is also a constant element within the production equation.
2. The human being is part of the machine; he connected to the manufacturing process. Hence, the efficiency of the human being depends upon the efficiency of the manufacturing process.
3. Employees are lazy by nature and only managers are capable of appreciating “*hard work*”; in the spirit of the Protestant work ethic in which work stands for the work of God (worship).
4. The employee's only concern is always economic and he competes against his friends for economic benefits and gains.
5. For the working person to overcome his natural desire to avoid working, it is necessary to urge and encourage him by external motives; increasing his benefits.

The premise of the scientific management school of thoughts was that there was little inherent value in being human. The social and philosophical background and climate to the development of this school of thought means that its main themes and issues are very far from the values, causes, issues, and goals of education today. Yet, its effect was significant and comprehensive. The main effect was the enhanced use of the idea of management by measurement and the use of standard tests and surveys. The organisational structure and managerial processes developed in the direction of “*hierarchic authoritative management*”, namely, strict, precise analysis of each role, detailed definition of activities, and reward for efficiency. The impacts of scientific management are still well felt.

Strategies and practices that resulted from this theory such as the development of pricing theory, standard tests, rationalisation of technical and economic activities, roles analyses, and occupational analysis were welcome warmly by educational administrations (Taylor, 2006). In this research, the concepts of scientific management formed the basis for several questions about the management of the A. Youth Village as an organisation in the interviews and questionnaires.

The study of Human Resources evolved during the 1930s and 1940s and placed the human being and his relations with others at the centre of the organisation. Many identify Hawthorne's studies (McGregor, cited in the Bar-Haim, 2006) of the Western Electric Company in 1924 as the turning point in attitude regarding employee staffs. McGregor (1970) posited that the traditional approach, that of the manager attempting to motivate employees by offering them material benefits as an incentive to increase their efforts and, as a result, their output, does not always fulfil its purpose. This perception espouses a decentralised structure, in which every individual is offered an opportunity to develop himself and his initiative. Eldar (1997) claimed that employees should share in the process of decision-making, delegation, and consolidation of a team. In many ways, this relationship is in line with the objectives and characteristics of educational administration, but a deep gap exists between accepting the principles derived from these values and translating them into action goals and behavioural patterns within educational institutions.

The human resource was explored in the present research by asking questions concerning motivation and creativity and the ways in which they could be improved, personal creativity rating, work satisfaction, personal relationships, superior-subordinate relationships and responsibility.

The behaviourist theoretician Simon (2003), distinguished between "*judgment of values*" and "*judgment of facts*". He emphasised the concept of efficiency, regardless of values. He believed that managers are efficient when the means they have been using are efficient in achieving predetermined goals and objectives. Efficiency is a purely functional concept and the organisation is an integrated system of people and social behaviours. Each participant receives social and material incentives from the organisation, in exchange for which makes his own contribution in the form of his respective activity. So long as the proposed incentives outweigh or equalise the return the employee is expected to yield, the individual will remain in the organisation. Every individual measures this against his own personal, as opposed to some other general, set of values.

In the present study, consideration of the above theories related to (1) the issue of values judgments, which was examined by asking the respondents questions about the organisational management efficiency and system quality management. (2) The issue of motivation was examined in relation to teamwork, interpersonal communication and the organisational atmosphere. (3) The issue of creativity: examining staff's personal ratings of their creativity levels, checking the level of their identification with the organisation's goals and the extent to which they assumed responsibility. (4) Employer-employee relations were evaluated, as were the issues of compensation and satisfaction as part of the staff members' careers in education. Understanding these issues enabled the researcher to comprehend employees' attitudes towards quality management and to plan an appropriate management model that would consider human resources.

### **2.5.5 Relevance of industrial managerial theory to present research**

The research aimed to investigate perceptions regarding appropriate management methods for the A. Youth-Village that would meet the main management needs of the youth village and school. This was studied through an examination of the stakeholders' thoughts on organisational goals, management methods, and style. Without knowing the theory of management in educational organisations, serious research on the administration of educational institutions is impossible. Each of the above-described styles indicated the need for examination of different specific issues. It should however be noted that critics of the application of industrial management in educational institutions base their objection mainly on the uncritical application of stereotypes and false premises.

Educational institutions exist to teach practical and theoretical subjects, and not for monetary profit. Drucker (2001) disputed this statement by interpreting "*industrial profit*" as "*educational profit*", or as "*consumer satisfaction*", the consumers, in our case, being the pupil and their parents. Since 2004, there have been significant changes in the management of educational institutions in Israel. Rural schools and youth self-management institutions have opened in the private financial sector. Today the school's managerial staffs are required to manage their school budget independently, necessitating a mastery of knowledge in economics and accounting, which is relatively new to educational institutions. This is another element, which causes a change in management methods and the need to adapt more economic management methods. These are all relevant considerations when determining the most appropriate method for managing contemporary schools in Israel.

The interpretations of Drucker (2001) relating to "*industrial profit*" as "*educational profit*", or as "*consumer satisfaction*", mean that any industrial management theory can be applied to educational institutions, with suitable adjustment and, this was one of the present research targets.

Another industrial management model that deserves consideration here is Management by Objectives (MBO) or goal-oriented management (West-Burnham, 1997). This model indicates that organised work tasks must be clear, specific, and measurable, with negotiated short-term outcomes, which dominate the individual's approach to the respective job. Many of these features were included in the administration of the A. Youth-Village. The model can be adjusted to educational management by pointing out that schools and colleges like industrial enterprises operate according to organic processes – they too have inputs, which undergo a production process and generate outputs (West-Burnham, 1997). Industrial management theories like MBO or TQM can practice in educational institutions by making special adjustments, for example by defining the products appropriate for education institutions. This could be one of the solutions for the management problems of the A. Youth-Village, considering that A. produces more than one 'outcome product': education and agricultural products.

The application of a particular management method does not necessarily involve the definition of clear goals. The aims of education are diffuse, varied, and conflicting. In investigating the goals of industrial firms, it becomes apparent that they are even more diffuse, and in some cases, much more varied and conflicting than those of education institutions. Furthermore, in an industrial plant the manager refers to quality demands, safety requirements, profitability, environmental issues, staff motivation and expectations, just like any head of a school or college.

Managers of commercial firms deal with issues related to responsibility, authority, and workers' career development. These, too, are concerns in the daily agenda of any head of school or college (West-Burnham, 1997). Here, we can argue that the outcomes of educational processes are concrete, time-constrained activities: lesson planning, syllabuses, scheduling, and job descriptions.

One might think that the purpose of creating schools and colleges was and still is to produce educated young persons. However, when applying the terms 'educated' or 'scholar' we mean a person who has achieved a certain level of learning, and has proved his academic ability,

developed his skills, and can function as a normative member of society. The process that contributed to the graduate's achievements can be analysed day-by-day in managerial terms, as it is now possible to translate all educational processes into specific activities and outcomes as required for MBO or TQM management methods. In this sense, educational institutes such as A. Youth-Village can and should run as a commercial firm depending on the organisation's clearly stated intentions concerning its activities, goals, targets, and annual programme.

Reading about management in general and managing educational institutions in particular, can lead us to understand that management needs to recognise professional status. This issue needs more investigation. In any organisation, there is some tight connection between social situations of collegial relations, to whom which manage their professional roles. we can assumed that if we continuously and critically investigate what will improve employees' satisfaction level, their collegial relations and relations with the management can be improved leading to an improvement in the organisation's performances and products.

It seems that managerial staff needs to be aware of their professional skills, roles and tasks. Therefore, an effective way to manage them is to make them not restricted only to skills, roles and tasks in the manner of educational services but in manner of other global managerial skills.

The point is not to debate the relevance of management theory to educational practice but to identify appropriate means to understand and inform practice. One of the main research questions therefore related to the professional staffs' skills, roles, tasks, and work.

Another question is whether management theory is pragmatic and expedient. Some critics who pose this question have been motivated by the assumption that there is no single right or wrong style of leadership (Fielding, 1986). However, this critique assumes that schools and colleges are internally consistent and operate in a stable environment and it interpreted as a cynical and manipulative question and as an attempt to legitimate random management behaviour. The basic tenet of the contingency theory is indeed that there is no decisive 'right' way of structuring and managing organisations (Hoyle and McMahon, 1986). For these reasons the research asked the A. Youth-Village employees what they thought was the most appropriate way to manage the A. Youth-Village, so that the most pragmatic and expedient answers could attained.

When analysing an organisation's management system, another aspect pointed up by scientific management theory is whether management is scientific or pseudo-scientific. To

answer this question, it is necessary to understand whether the organisation's foundations preclude scientific approaches dealing with applicability of efficiency. Critics of scientific management indicate that non-scientific elements such as excellence management, characterised by a positive approach, a caring philosophy, a radical bias, respect for experimentation, and a bias towards simplicity are all equally important as key components of an organisation.

Additionally, predicting the outcome of an education is problematic, and cannot be gauged by scientific inquiry. Careful examination of the literature on rational management reveals a strong criticism of scientific management by both the industrial and the educational sectors (West-Burnham, 1997). In the last two decades educational management, including that of the A. Youth-Village, like industrial companies in general, have been moving from a position of certainty, control and accurate measurement, to relativism and ambiguity Taylor (2006). This study investigated the A. Youth-Village employees' opinions on management, including their evaluation according to the above-mentioned five components noted by Taylor (2006). Yet management theory cannot be entirely reconciled with the unique variables regarding the status of children, in that management techniques cannot use child development as the benchmark of appropriateness.

West-Burnham (1997) claimed that two issues are important in evaluating management for educational institutions. The first, schools and colleges should serve as a model of social process through education. The second, to what degree should pupils should be involved in the management process of their schools and colleges. These issues are examined in the questionnaires of this research. Discussing these issues would, it was hoped, provide indicators that could be used in the development of an integrated model of learning and its measurement which applies as much to children as to adults and reinforces the implementation of values through school behaviour and atmosphere.

Even when effectively managed, industrial organisations often create systems reflecting little concern or lack of trust for the individual working person. Inappropriate management theory may not be suitable for the special status of school pupils, a consumer group that especially requires the organisation's trust and concern. Since modern industrial societies demand high quality goods and services, generating strong competition between manufacturers, there has inevitably been rapid change in the theory and practice of management for quality, adapting the theory to fit particular consumer needs. This is the advanced and progressive managerial direction that we would like the studied institution to reach (Chesbrough, 2011).

Deming (1986), Juran (1992) and Crosby (1995) wrote extensively on both theoretical and practical aspects of planning for quality. Based on their experience in the field they were able to develop tested methods and models that applied by top-level management to ensure superior quality. In a highly competitive world, managers increasingly understand that quality improvement provides significant competitive advantage and managers are aware that investment in quality improvement projects is well rewarded. Yet, the means by which management can provide the leadership necessary to accomplish superior quality aims are the subject of debate. The theory and practical tools suggested by the three above-mentioned authors described above are based on the experiences of thousands of chief executives in firms around the world. They provide clear guidelines for the achievement of superior quality applicable to any industry, whether service or manufacturing.

Educational organisations, therefore, need to be able to deal with the competition for 'consumers'. The phenomenon of commercial competition recognised firstly as element for consideration in managerial theory. Traditional methods of management were no longer relevant and required customising to a new era typified by daily competition between education firms. Two levels of quality management and improvement processes needed to consider in educational systems. The first concerns improvement in the quality of education, and the second concerns improvement in the quality of management of the education system. The two levels are interwoven and cannot exist separately, yet Friedman and Inbar (1992) claimed, that it is the meeting between the two, that yields the qualitative education system.

This research investigated the perceptions of the appropriateness of methods used during the organisational change of A. Youth-Village employees. Thus, the TQM, QMS, and MBO serve as the theoretical framework to underpin this study. The following three quality management components of the TQM approach are relevant for consideration when attempting to improve the quality of education:

1. *Quality assurance* - Defining and meeting up-to-date standards: The organisation should define and reconstruct all learning and estimation processes, enabling a larger population to meet standards. In addition, it should conduct a process that will occasionally re-analyse the standards set, in light of future needs.
2. *Credibility and commitment* - Educational organisations willingness to state their aims, goals and intentions, along with the processes, that will lead to achieving them.
3. *Consumer orientation* - Constructing learning and evaluation processes targeted at a variety of the educational organisation's consumers (pupils and their parents), while

collaborating with them on the establishment of processes through “*a net of conventions*”: Drawing up contracts and/or agreements between consumers and providers of the school's services to be review and changed accordingly over time.

The adaptation of Deming's TQM as a total quality education (TQE) approach to an educational system requires a conceptual change, in order to integrate the underlying principles of this approach and to adapt them to the culture of the educational organisation, as outlined in the following ‘moves’:

1. Move to a pupil-oriented organisation: Focus on the pupil as the consumer while relying upon professional elements to achieve maximum response to the pupil's present and future needs; maintain communication between the school as an educational organisation and environment, and pupils and their parents.
2. Move to a processes-oriented organisation: Continued improvement of learning processes and their adaptation to the individual, as well as to the entire population of pupils, according to their will, cognitive ability, and personal needs (Pereg and Inbar, 1994).
3. Move to an organisation characterised by constant reviewing: This is based on a developing a data reservoir. The school determines its criteria for measuring and estimating its inputs and outputs; the school develops accurate instruments enabling constant measuring of its educational products, over time. The measurement requires focus on two levels: the first, within the school, testing the progress and achievements of each pupil in comparison to fellow pupils; the second, outside the school, examining the progress and achievements of the pupils in comparison to pupils from other schools in Israel.
4. Move to an organisation whose teaching staffs have professional power and authority: this, in order to develop unique organisational processes allowing for a constant dialogue between teachers, management, and pupils and parents.
5. Move to an organisation with a comprehensive view: moving from an organisation characterised by loose connections between its parts, to an organisation with harmony among its parts; operating as an integrated system in order to fulfil goals and objectives.
6. Manager leadership: the manager leads the entire process, binding the different parts of the organisational system, connecting the different components of the organisation, and at the same time, planning and initiating goals and objectives for the educational organisation that they manage.



### 2.5.6 Adjustment of an organisation to the community

Also relevant for the present research was an investigation of the relations between the A. Youth-Village, the entities with which it is connected in the surrounding environment. Aharoni and Nachum (2004) discussed the working of organisations within environmental constraints and the integration of the organisation within the environment. In his book, Aharoni and Nachum (2004) present a systems theory, applicable to the analysis of environmental constraints. The model encompasses nine issues for investigation relating to the operation of an organisation, analysed in light of environmental constraints:

1. *Open system* - Openness to society; organisational transparency.
2. *Changing and improving outputs* - Activities should undertake on a regular basis to improve organisational outputs; reward should be commensurate with type of output, personality, and personal and social status.
3. *Organisation's boundaries* - It is important to decide on an organisation's boundaries, ensuring they do not lead to an organisation's isolation.
4. *Negative entropy* - The relationship between the environment and the organisation should be mutually productive.
5. *Dynamic balance* - Control system, which relates to organisation's internal and external dynamics, in relation to society, and inputs outputs result.
6. *Feedback* - An efficient and effective feedback system is necessary in every organisation; among other things, to reveal and then redress problems in organisation-environment relations.
7. *Hierarchy* - The organisation's hierarchic structure has to adapt itself in view of organisational goals.
8. *Constant improvement* - Every organisation has to test processes and activities, both qualitatively and quantitatively; a condition for improvement, without which the organisation stagnates.
9. *Multiple goals* - Constant professional relations between organisation and similar institutions; developing and expanding the same respective professional fields.

At present, the education system in Israel, depends almost entirely on public financing and political decisions. In the last few years, financing by private business firms has become a fact, and there is already a procedure, published in the official Ministry of Education General-

Manager's circular (2008), permitting private financing of certain aspects of school education. This circular relates to district administrators', supervisors' and school principals' work practices and states all criteria for the involvement of external entities in school premises (Ministry of Education, 2008).

The connection between schools and business firms or voluntary organisations was approved through an organised request to the Israeli Ministry of Education, followed by a long and complicated bureaucratic procedure. This issue, the connection between the A. Youth-Village and hi-tech firms, was one of the research's major considerations in deciding to include the pupils' parents in the research. With regard to the external factors involved in what is happening in schools and youth villages, certain questions should be asked: Does the fact that external factors are involved in funding activities in school affect the management of these institutions? It is assumed that when there is involvement of external entities that are not an integral part of the school their influence grows as their involvement increases both financially and academically. In this matter, it is clear that any attempt to create an optimal management model for the A. Youth-Village would have to consider both external and internal relationship; especially of the management. Therefore, the questions to the research respondents related to the external entities with which management maintained relations, the financial status of the village, and the ownership of the village.

## **2.6 Leadership and school leadership**

### **2.6.1 Three prominent types of leadership**

There have been numerous attempts to define leadership (Bush, 2003). A distinction has often been drawn between leadership as a process that motivates and guides people to realize agreed goals, while leadership may simply refer to the group of people appointed to senior positions in an organisation where they are expected to lead others (Drucker, 2001).

Leadership is different from management (Drucker, 2001). However, leadership is not necessarily more than management or a replacement for it and one person may fulfil both roles (Kotter and Cohen, 2002). In business, the focus is on the actual difference in substance between leadership and management. Management always means setting objectives and then focusing on consistently producing results (West-Burnham, 1997). It is mainly supported by the functions of planning, budgeting, organising, staffing, controlling and problem solving (Hersey and Blanchard, 2008). However, leadership focuses on developing employee

potential - creating and supporting modification to revitalize the organisation by establishing training courses, disciplining, motivating and inspiring employees Kotter and Cohen (2002).

Drucker (2001) claims that in the context of direct research into organisational management, issues relating to leadership and the characteristics of leaders are of primary importance when attempting to adapt management practices to form an appropriate management model for a particular context. Drucker (2001) theorized that leadership must assume responsibility, be a role model, not fear the power of subordinates, surround themselves with people who are at least as talented as they are and act in ways to achieve the trust of their colleagues. Although these may be excellent traits, without personal integrity, authenticity, good faith, honesty, and decency, leadership will lack ethical potency and may therefore be less effective (Drucker, 2001). Managerial effectiveness reinforces management along the path to goal-setting, according to the MBO model (West-Burnham, 1997).

Drucker's (1998, 2001) formulated five basic principles of organisational leadership that remain as valid now as ever, The following list combines summarises these principles as they are described in the works of Drucker (1998, 2001) and Hersey and Blanchard (2008):

1. *Setting objectives* - the manager has to declare and set objectives. Then he determines what the main objectives are. He determines what the goals in each area of objectives should be. He decides what needs doing, to achieve these objectives.
2. *Organising* - manager - the manager has to analyse the activities, decisions and relations needed. He categorizes the work. He divides it into manageable activities. Therefore, he divides the activities into manageable tasks. He sets these units and tasks into an organisation structure. He selects employees for the management of these units and for tasks that will successfully accomplished.
3. *Motivating and communicating* - the manager motivates and communicates with the employees. He makes a team out of the people that are responsible for various jobs.
4. *Establishing measurements of performance* - measurement is one of the basic elements in the job of any manager. Manager is been expected to establish benchmarks and few issues as important to the organisation performance and of the role of every employee in it. He understands that each employee has measurements available to him, which focus on the organisation performance, and which, at the same time, focus on the work of the individual employee and help him achieve it. The manager is responsible for the organisation performance by analysing, appraising and interpreting aims and gaols to field activity.

5. *Developing people* - the manager has to develop the firm employees, including him. In contrast to Drucker's rigid view of a 'correct' type of leadership, other scholars emphasise different leadership styles. Most approaches distinguish between two main aspects that determine a managerial leadership style, namely, orientation to people or orientation to assignment.

As for managerial styles, Hersey and Blanchard (2008) present a short, simple and easy to understand model of management leadership styles. They claim that every manager adopts a particular style of management to conduct their regular work tasks.

They also suggest that leaders should adapt their style to their follower's development (or 'maturity') level, based on how ready and willing the follower is to perform required tasks (that is, their level of competence and motivation). The model suggested by Hersey and Blanchard (2008) related to four leadership styles differentiated by the extent to which leaders put greater or less focus on the task in question and/or the relationship between the leader and the follower, according to the development level of the follower.

The four styles are as follows, summarized from Hersey and Blanchard (2008):

1. *Telling / directing* - follower: low of competence, little commitment/unwilling and unable or insecure leader: high task focus, low relationship focus.

When the employees cannot perform the job and they are unwilling or afraid to make an effort, then the leader undertakes a hard directive role, telling them what to do, without any concern for the relationship. The leader can provide some working structure, both for the tasks and in terms of the ways, which employees are controlled. First - the leader may find out why the person has low motivation and secondly if there are any limitations in his personal ability. These two factors may link together.

2. *Selling / coaching* - follower: some competence, variable commitment/unable but willing or motivated leader: high job focus, high leader and employee relationship focus.

When employees can do their task, at least to some degree, and perhaps are over-confident about are ability in this, then 'telling' them what to do and how to act, may demotivate them to resistance. The leader has to 'sell' another path of working, to explain and clarify his decisions and firm managerial staff's. The leader thus spends some time listening, advising and, where it is appropriate, helping the employee to gain the necessary skills.

3. *Participating / supporting* - follower: high competence, variable commitment / able but unwilling or insecure. Leader has low task focus, high relationship with employees focus.

When the follower can perform the job, but refuses to do it or shows insufficient commitment, the leader needs to be concerned with finding out why the person is refusing to do his job and not worry about showing what to do. There is less excuse here for employees to be reticent about their skill, and the key is pinned in the motivation issue. The leader his praising, listening and otherwise making the employee feel better when showing the necessary commitment to the job.

4. *Delegating / observing* - follower: high competence, high commitment / able and willing or motivated. Leader has low task focus, low relationship focus.

When the employee can do the task and is motivated to preform it, then the leader can leave them to it, largely trusting employees to get on with the task although they have to keep a relatively distant eye on things to be sure that everything is going correctly to plan. Employees at this level have a low need for support or give frequent praise, although, occasional recognition to the employee is always welcome (Hersey and Blanchard, 2008).

Goleman (2001) identified an additional leadership categorisation that can be particularly appropriate in education contexts. The following is a summary of the categories described in Goleman (2001, pp.85-86):

1. *Coercive/ Commanding* - manager demands full compliance - "*Do what I tell you*".
2. *Authoritative/Visionary* - manager mobilizes people toward this vision - "*Come with me*".
3. *Affiliative* - manager builds emotional bonds by creating harmony - "*People come first*".
4. *Democratic* - manager encourages participation to leave the consensus - "*What do you think?*"
5. *Pacesetting* - manager sets high standard goals for high performance - "*Do as I do, now*".
6. *Coaching* - manager is lead to develop and promote people in to the future - "*Try this*".

It appears that two of the six styles identified by Goleman negatively affect the organisation's ambiance and, in turn, performance; the coercive style, which people resent and resist, and the pacesetting style, by which people are overwhelmed causing 'burn out'. Fullan (2001) declared that the four remaining styles have proven to have a significantly positive impact on the working atmosphere and performance.

In the present study, special importance was given to an examination of the existing organisation's leadership type. Respondents were asked about the nature of the management's

leadership in A. Youth-Village, its administrative characteristics, and the advantages and disadvantages of these characteristics. In addition, respondents were asked what management leadership style and character would in their opinion be the appropriate management for the organisation. The emergent data were then analysed and used to help create an appropriate management theory and model. The issue of leadership was considered as one of the key elements of the new theory.

## **2.7 Educational change processes**

### **2.7.1 Changes in educational management**

An educational organisation, such as the A. Youth-Village, does not exist and operate in a vacuum, but as part of its respective social, economic, cultural, political, and geographical environment. Havelock and Huberman (1977), cited in Casey and Upton (2006), claimed, that if change is to be defined as ‘innovative’, it must demonstrate so as real, new, and significant endeavour to either complete the existing system or to establish a new one. Friedman (1992) claimed that it has to be action that aims to replace the existing system with something new and different. For example, a new output capacities, realms of work, and a different organisational culture. Fullan (2003), indicate that when innovations meet educational needs they accepted and implemented Nevertheless, resistance is an inevitable part of the dynamics of change, for psychological and social reasons.

Studies on introduction of change, reveals that the reason for failure in introducing change is often a lack of knowledge Hargreaves (2005). Education staff insufficiently versed in the required change; an incorrect application of the knowledge provided them concerning the change, and a wrong evaluation of the expected resistance, as occurred in the case of earlier attempted reform in the A. Youth-Village (Friedman and Inbar, 1992). In the present research, respondents were asked about their attitudes towards the process of change, including dealing with several kinds of changes. Bar-Col (2006) as Henry and Walker (2002) claimed that for a better understanding the dynamics of change, it is to be noted that a culture of change could be defined by rapidity and non-linearity on the one hand, with an equally great potential for creative breakthroughs, on the other.

Dornyel (2001) noted that motivation is as an important consideration in all the management theories discussed above, relating mainly to what motivates people at work, and how they are being rewarded. There is not enough theoretical and research literature pertaining to the motivation of people who work, live and spend their entire lives within the organisation both

physically and mentally as occurs in the A. Youth-Village and school, nor is there any substantial literature concerning the motivation of their family members.

### 2.7.2 Management and the change implementation process

There are many definitions for the introduction of change, implementation of change, and absorption of change. Gaziel (1990) suggested that organisations should move from state A (the existing situation) to state B (the improved situation), or adopt a new element leading to this move. However, change is not a one-time action but a continuing process, and perceived by many as an inseparable part of the managerial process.

Sharan and Shahar (1990) stated that change is really about replacing the fixed patterns of behaviour embedded in the work of people at school with new, different patterns of behaviour. This argument reinforced by Samuel (2005) claims that the need for organisational change is the consequence of wide gap in performance, that gap cannot and be closed through routine means. Such a gap can only be the consequence of changes in the external or internal environment.

According to Kurt in Cummings and Worley (2008, p.23) the introduction of change consists of three phases: *Unfreezing*- Employees must relinquish their old habits; as this requires time, collaboration may suffer. *Transition period*- Employees begin to adjust to change; criticism, attacks, and possible failure may ensue, as the unexpected arises. *Refreezing*- People are already acquiring new habits and adopting new organisational behaviour.

Regarding pushing the boundaries of educational change, in an attempt to understand the difficulties involved in implementing educational change, Hargreaves (2005) points mainly to lack of knowledge and understanding of the benefits of this change. Additional sources of difficulties are unclear definition of the main beneficiaries, the extent of the change – when it is too broad or too quick it raises resistance, lack of resources and benefits, and no real frameworks that could facilitate the frustrations and anxieties involved with the change.

This study related to the change process undergone by an educational institution. It therefore studied respondents' thoughts about the process of change, asking how they thought they should be involved in the change, if at all. In addition, the research investigated the way in which the organisation implemented change, the importance of performance of the change at the current time and what change process would be suitable for the future. The resultant data assisted the formation of new theory.

Davis and Newstrom (2001) claimed that implementing change successfully depends on the way the change leaders introduced and performed it. They suggested that the next eight stages can be used for successful introduction and performance of change process:

1. *Using group pressure* - Effective change should be directed both at the group and at the individual, as the group affects the behaviour of the individual.
2. *Providing a rationale for change* - The change leader should introduce the change in terms of needs stemming from a particular situation, environment, or competitor, as opposed to personal motivation.
3. *Sharing information* - Employees should be included in the intention to introduce change; this will reduce possible resistance and feelings of being threatened.
4. *Allocating rewards* - Ensure that sufficient awards are used to encourage acceptance of change
5. *Employee safety* - Employee rights need to protect during the change progress.
6. *Communication* - All forms of communication, personal and interpersonal, verbal and non-verbal, are necessary and efficacious during the introduction of change.
7. *Employee preparedness* - Employees need to understand the need for change prior to a possible crisis.
8. *Collaboration with unions* - Collaboration is been advised to avoid possible confrontation due to fundamental differences in approaches between change leaders and trade unions in relation to the process of introducing change. (Davis and Newstrom, 2001),

### **2.7.3 A review of vocational, scientific and technological education**

The A. Youth-Village is an agricultural technology and sciences high school. Vocational-technological education provides pupils with technical skills and prepares them for work in agriculture, with suitable machinery, technological equipment, and more sophisticated systems so that they will be able to cope successfully with production processes, working procedures, processing and treatment of materials and more (Melamed, 1997).

As in the rest of the world, technological-scientific education in Israel developed out of vocational training, to the sophisticated syllabus of today. In the case of Israel, it originated in the Diaspora prior to the massive waves of immigration; the first Jewish vocational school established in Odessa in 1864.



Nevertheless, criticism heard on the quality of professional-technical education in Israel.

The main critics' argument was that the training has failed to demonstrate the required achievements for the respective professions. Another critic, Rosenbaum (1988) claim has been that technological education channels many youth from low socio-economic backgrounds to low-status professions, preventing them from developing and achieving social and economic mobility (Rosenbaum, 1988). The first reform in technological education introduced in 1991. The basis of the reform was to expose as many pupils as possible to technology and the advanced sciences, each according to his competency and ability, from elementary through high school. The "*Harari Report*" in 1992 stated that the reform in technological education should implement immediately. Within the framework of the advised immediate changes a special project, "*Tomorrow '98*", launched, including the introduction of computer systems and telecommunication environments in schools (Melamed, 1997; Cahana and Star, 1994; Zucker, 1985).

The concept of a youth village has undergone significant change in the last decade. The A. Youth-Village has developed its emphasis on agricultural education to include scientific study. To maintain the character of the place and to make sure that the change is successful and that the organisation is prepared to maintain this success of the school after the change there should be a transition to an appropriate administrative organisation after the change. The research aimed to investigate the perceptions of the appropriateness of methods used during the organisational change of A. Youth-Village employees.

## **2.8 Teamwork and motivation**

### **2.8.1 Team work - different phases, and yield effective factors**

As the A. Youth-Village managerial staffs are undergoing change as a team, a discussion of teamwork is required here. Teamwork involves a group that has some specific operation target, or some specified goal, whose members maintain collaboration and coordination, in order to meet these goals. Kaner (2003) suggested that teamwork is a planned process within the organisation so when employees carry out specific tasks, but work in groups; they must ensure that they coordinate their work, just like fitting the pieces in a puzzle. This working method necessitates the establishment of special task teams. These differ from decision-making teams in the frequency of the contacts and the time that is required to complete the task. In the last few years even in non-profit organisations, businesses have placed more

emphasis on teamwork between several professionals, sometimes working at different points in time, but in coordination with concentration on task-integrating teamwork.

In order to understand the ability for teamwork of the A. Village's staff the research questioned the staff members about working with co-workers, supervisor-subordinate relationships, and other variables relevant to teamwork.

Teamwork has proven to be more productive than individual work (Belbin, 2007). Keeping in mind the recommendation to include as many participants as possible in the process of change, as was done at the A. Youth-Village, teamwork adds value by reducing resistance to change, encouraging creativity, and encouraging each employee to do his best. Often, the final product of teamwork is on a higher standard and quality than that of an individual, no matter how talented.

Kaner (2003) and Davis and Newstrom (2001) noted different phases of teamwork and yield effective factors:

1. Overtures - the individual employee undergoes a process of adaptation.
2. Coping - power struggles between leaders within the groups.
3. Consolidation - clarifying goals; strengthening relations; clarifying game rules.
4. Teamwork - group members maintain close, good relations; mutual dependence formed; collaboration and dependence lead to fulfilling potential.

In this study, the research aimed to investigate the perceptions of the appropriateness of management methods used during the organisational change of A. Youth-Village employees. Thus, the questions presented to them examined the extent to which the respondents played a part in the management of performance to varying degrees, what was their role in the team, what were the achievements of staff in the context of achieving the organisation's objectives, and to what extent they knew how to work in teamwork if at all.

The purpose of this examination was to explore the construction of new management theory. Furthermore, the study sought to clarify perceptions of role definitions, and of the importance of teamwork, and to explore the employees and stakeholders' perceptions of how to uphold, maintain and continuously improve it so that the management model would be the most important element to help achieve the organisation's goals.

## 2.8.2 Motivation

What is motivation? The word motivation, formed from the Latin root '*moveo*', meaning to move. Kleingina and Kleingina (1981), cited in Bar-Haim, 2006) found more than a hundred different definitions of motivation. According to Bar-Haim (2002), motivation is the driving force for work and other activities. It is deliberate, voluntary and without coercion, and drives the investment of physical, mental and spiritual effort, both individual and personal.

According to Stteers and Porter (1991), motivation includes three components:

1. What enhances human behaviour?
2. What directs or channels human behaviour?
3. How human behaviour is reinforced or extinguished?

Motivation is an internal personal process that occurs within the individual. We conclude the existence or absence of motivation from the results obtained and from signs in the individual's visible behaviour. This is also relevant when dealing with group motivation.

When undertaking research on organisations undergoing staff changes, change in management roles, and other employee issues as occurred in the A. Youth-Village, the motivation variable should be examine.

In the context of motivation, three main psychological variables affect the degree of effort an individual is willing to make (Vroom, 1994, cited in Globerzone and Eden, 1997):

- A. *The individual's expectations*: ability to carry out a job; self-confident employees are confident of their success, whereas less confident employees have lower expectations of success.
- B. *Instrumentalism*: the subjective probability (as perceived by the individual) that successful implementation of the job will bring about the desirable results.
- C. *Value*: the extent of satisfaction the individual expects to yield from achieving each of the outcomes.

The term "*motivation*" is a central concept in the treatment of human resources, it should be consider for the following reasons:

The vitality of any organisation depends on employees' motivation claimed Dornyel (2001). He added that motivation causes people to do something, want to keep doing this and invest in this effort. Highly motivated employees express satisfaction with their job and the organisation, a *high-level* of commitment to the organisation and stronger and more effective performance, including a variety of behaviours and voluntary activities beyond what is

required in their jobs, while lack of motivation directly negatively affects the quality of work and employee work in particular. Ololube (2006) claim that managers need to cope with the motivation of teachers and other officials at the school is one of the 'energy eaters' of the managers' work, especially in times of change. Motivation of teachers and other role holders is a key factor in improving the effectiveness of classroom and school achievements.

Asor (2005) listed five additional reasons for engaging in motivation:

1. It is a positive emotional experience with a sense of interest or pleasure.
2. It constitutes a means of identity construction.
3. It is important to identify what really interests the employee, in order to enhance their identification with the organisation and thus their level of motivation.
4. Deep learning, creativity expending including deeper processing of concepts and theories always recommended.
5. It promotes consideration toward others and a sense of belonging to the school.
6. It provides constructive means of coping with feelings of emptiness and free time.

*Motivation is defined as the person's willingness to exert high levels of effort toward achieving organisational goals, conditioned by the effort's ability to satisfy some individual need"* (Robbins, 1996, p. 172). Willingness to make an effort relates not only to the exchange between the organisation and the individual's profitability calculation, but also relates to their mental structure, self-image and values that are important to them (Leonard, Beauvais and School 1999). According to Burden (1997), people with motivation have an interest, curiosity or desire for achievement. However, expressions of interest are not sufficient, and it is necessary to invest much time and effort to gain achievements.

Porter, Bigley and Steers (2003) refer to three dimensions of motivation:

1. Actions of the individual are the most important.
2. Strength and perseverance in action is vital.
3. Considerable motivation involves investing great effort (power over time) and persistence.

These three are essential to achieve personal goals and organisational set of objects. They occur at a meeting point between the goals of the organisation needs of the individual and the individual's willingness to invest effort.

Motivation is an essential component of success in various work situations. In light of the recognition of the impact that employee motivation and feelings have on their quality of work, many organisations see the improvement of employee motivation as an important part of the organisation's strategy, since highly motivated work is in the interests of the organisation and its employees.

As for implications of motivation theories for the management of education systems,

Various have attempted to explain the phenomenon of motivation and its dynamics in the individual (Bar-Haim, 2006). These include content and process-oriented theories. Some attempt to explain what motivates the individual to invest effort at work (theories of needs) while others explain how motivation is built, and what maintains it. In reality, content and process components are integrated and cannot be separate. 'Intrinsic motivation' relates to a positive force, the individual's personal sense of control, fulfilment and achievement, regardless of other beneficial results for the worker or organisation (Bar-Haim, 2006).

Asor (2005) speaks of motivation as a desire to invest even when this entails difficulties. He identified seven types of motivation and estimated motivation using verbal reports and behaviour tracking phrases such as effort, time, presence, and accuracy, and persistence, effort despite difficulty, rising to the challenge, and meeting liabilities.

Asor (2006) talked about two main dimensions of motivation:

1. Strength - the highest degree of desire that is willing to invest in the relevant task.
2. A sense of autonomy - refers to the existence of choice and meaningful activity, understanding and identification.

Intrinsic motivation develops when an individual feels that his security and belonging is ensured and feels a sense of competence and self-realisation.

Other theories emphasise the cognitive process that affects the employee's motivation and satisfaction. The assumption is that the employee is willing to make an effort if he believes that the investment is worthwhile and serves their interest. This decision comes after a process of rational decision-making with information processing regarding work goals, performance requirements, expected benefits and difficulties that may arise. Social comparison is been motivated by our interest in fairness and equality.

Is the rewards method appropriate for an educational organisation like a school?

Bandura (1994) showed that learning processes at work are mainly psychosocial and they are been affected by specific surroundings and situations where learning takes place. He gave great weight to personal factors (capability, values, and personal style) and to a process of filtering of outside stimuli, which explains individual differences in motivation. He explained the influence of rewards on the performances of the employee either as a factory worker or as an employee of an education institution.

According to Bandura (1994) and his cognitive approach, the two most important factors affecting human motivation for behaviour are:

1. Self-regulation: a person can regulate the impact of the social environment and set the direction of behaviour towards the goals presented to him. Behaviour is the product of external environmental processes and the individual's internal processes. The individual's judgment of results evokes feelings of satisfaction or disappointment, and moves them to repeat or avoid the behaviour in the future.
2. Self-efficacy: a person deals with the knowledge that the he can perform a task. A person should believe in his ability to cope. High self-efficacy leads to higher investment of effort to achieving a goal, and vice versa.

Tuckman (1999) provided a triadic model of factors that motivate academic achievement:

1. Attitudes - self-esteem regarding skills and capabilities
2. Desire - to achieve the target
3. Strategy - or technique you start to reach the destination

Is it possible to transfer knowledge of learning theories and motivation for learning to the world of work? Theories of motivation discuss the implications of human resource motivation in practice under certain conditions and processes that necessitate constant maintenance. Using various combinations of different work-based motivational strategies, Ofoegbu (2004) identified three main approaches to the relationship between an organisation's leadership, motivation and management:

1. This approach sees identity between leadership and motivation of employees. Landsberg (2011) believes that motivation as close relations to the three dimensions of leadership: Vision X inspired X force = leadership. Landsberg indicates that in order to lead others, the head-teacher should motivate him before motivating his employees: he must check himself; find out what is his motivation level as a manager.

2. An approach that sees people as inherently productive creatures and indicates that creative work is a human need and a means of refinement of impulses, not a burden that requires sophisticated methods such as prodding. Performance is a key to satisfaction, and satisfaction is the key to motivation. Internal and intrinsic motivation is the key to good performance. Ofoegbu (2004) claimed that managers should concentrate on those activities that will help their staff to realise their own time and be satisfied then and if this is achieved there is no need to motivate the employees.
3. McGregor's X and Y theory (cited in the Bar-Haim, 2006) relates to the attitude of managers concerning their employees and the influence of these attitudes on the employees' actions. Employers adopt one of two theories: X or Y.

Theory X based on assumptions derived from scientific management and the early theories of motivation. It assumes that the person avoids responsibility; they are motivated mainly by money and do not assume responsibility and when managers adopt this perception, they assume that employees are unable to contribute to decision-making and need to be very closely supervised and they create and develop and improve comprehensive systems of controls. Conversely, the view that a worker motivates by the possibility of promotion or job security classed as theory Y. It assumes that all people are self-motivated and committed to their working place and willing to take responsibility. When managers adopt Y, theory they are more likely to develop an atmosphere of trust within the organisation that motivates workers and assists human resource development.

To sum up the above theories: when investigating an organisation's management system it is impossible to ignore one of the most important aspects, human resources. According to the findings of researchers in the field of human resources, motivation is one of the most meaningful factors for most work processes in any organisation (Asor, 2006).

Asor (2006) claims that in educational institutions, just like in businesses, there is an identifiable relationship between the manager's motivation to work, the motivation of his/her management team and staff work and motivation of employees and pupils. A manager with a *high-level* of motivation and enthusiasm, and a *high-level* of confidence in the efficacy of his/her management team, has the potential to raise the level of motivation of the entire organisation and affect the level of productivity and increase employee satisfaction and learning alike. When employees work in an environment of an educational institution that provides autonomy and is challenging, this improves their motivation at work.

The manager's positive feelings about the organisational climate in the educational institution, employees' experiences of success in their day-to-day work and a *high-level* of confidence in their own and their subordinates' efficacy may all increase the level of motivation at work and the level of their professional effectiveness. Employees' perceptions of the management team's motivation and enthusiasm, feelings of employees with reference to the management team's confidence in their efficacy and their motivation - all affect the level of motivation to work, improving productivity in the organisation and vice versa Asor, (2005). Thus, Landsberg (2011) adds that the management's ability to motivate the staff for work is a sign of its quality. For this study, the widest checklist of variables related to the level of motivation of senior or junior managers, various employees, teachers and parents as indicators of quality of management.

Herzberg's (1974) perception of business motivation indicated that certain inherent factors, such as the need for achievement, evaluation, the job itself, responsibility, existence, and growth are sufficiently satisfying to motivate people to work. However, especially in the context of 21<sup>st</sup> century employee expectations these inherent factors are not necessarily sufficient to provide motivation. Negative factors relating to the firm's policy, the nature of management, relations with the manager, work conditions, salary, co-worker relations, personal life, relations with subordinates, status, and confidence, can all lead to lack of satisfaction. Thus, these additional factors were been explored in the investigation of the A. Youth-Village respondents' motivation and urge to act.

## **2.9 Conceptual framework of this research**

### **2.9.1 The key concepts**

Contemporary theoretical and research literature on educational reform generally relates to changes in learning programmes, learning values or other teaching and learning issues (Fullan, 2003). There is little reference in the literature pertaining to the educational changes in technological youth villages, and few studies of educational reform in such institutions rely on data derived from personnel's viewpoints concerning management.

This study examined the perceptions of the appropriateness of management methods used during the organisational change of A. Youth-Village employees and stakeholders'.

Considered, too, is an inherent paradox in the process of change in an educational institution, involving the necessity for simultaneous changes in employee attitudes, organisational methodology and stakeholder involvement while ensuring continuity and responding to the



pressures and challenges of the postmodernist era (Stoll and Fink, 2002). Extant theoretical and research literature relating to organisational management relates mainly to business companies (Cohen, 2002) and less to educational organisations (Pereg and Inbar, 1994). However, there is little literature concerning unique organisations such as the management of a youth village, which includes an agricultural farm and boarding and day school. The literature concerning management in companies or educational organisations (Samuel, 2005) mainly described different types of leadership styles (Bush, 2003), relating sometimes specifically to educational leadership (Hersey and Blanchard, 2008) and other organisations, but there is no explicit reference to the management of youth villages in Israel. In the studied youth village, the managers are not necessarily educators; most of them are upper-level management personnel or retired military personnel.

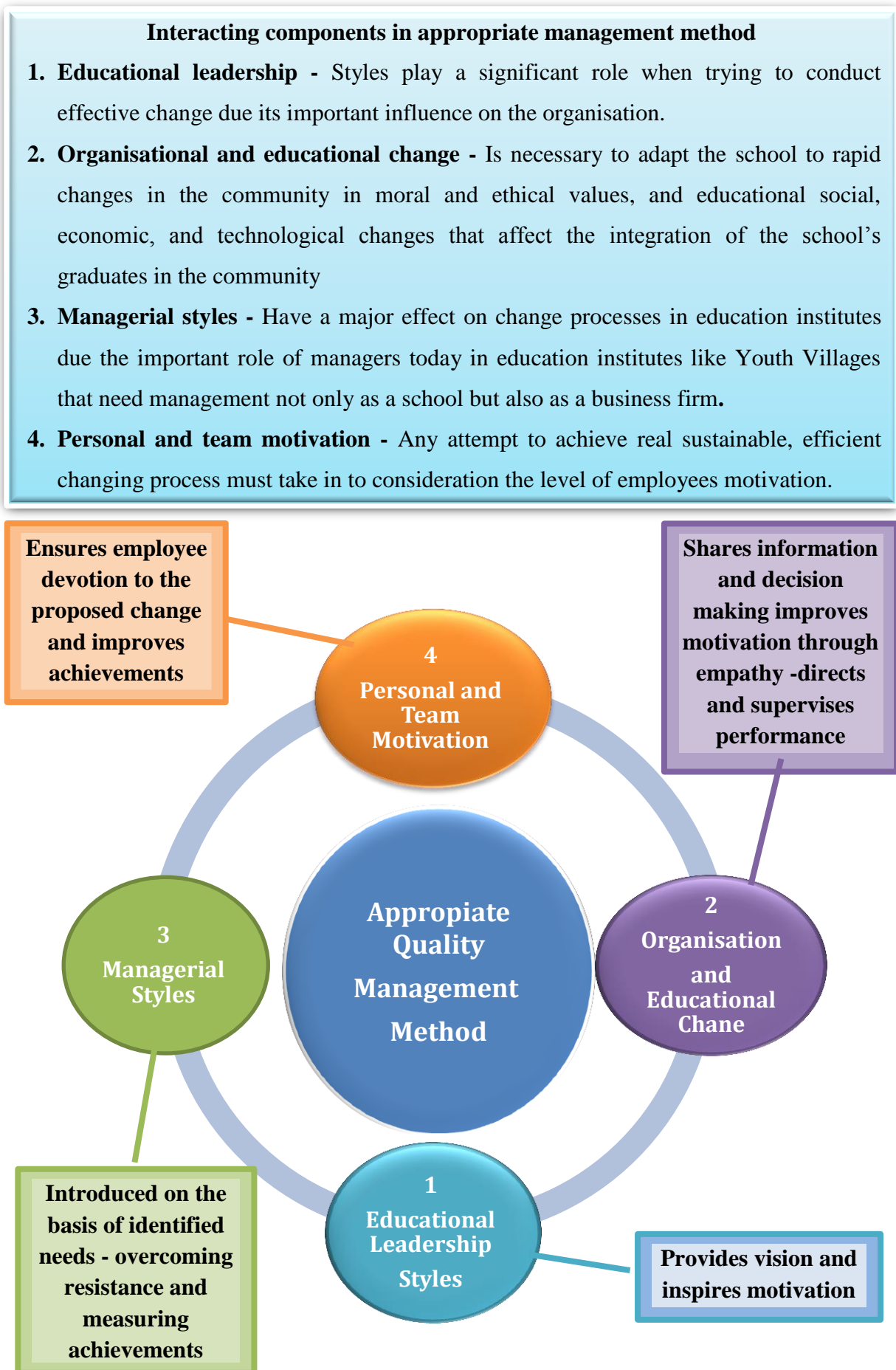
To provide an informed background for the creation of an appropriate theory and management model for the youth village and school, quality management theories, leadership theories, motivation and teamwork theories used to understand the data collected. These theories formed the theoretical underpinnings for the research. Thus, the conceptual framework that emerged from the above-mentioned theoretical perspectives relates specifically to four interrelated areas: organisational leadership styles, organisational and educational change, managerial leadership styles, and personal and team motivation, these areas are now been detailed below according to the conceptualisations of different authors.

1. *Organisational leadership styles* as Drucker (2001) posited: a real leader must assume responsibility, be a role model, not fear the power of subordinates, surround him with people who are at least as talented as he is and act in ways to achieve the trust of his colleagues. Although these traits are excellent, without personal integrity, authenticity, good faith, honesty, and decency, purposeful leadership may be short-lived or fail to attain its goals.
2. *Organisational and educational change* theories indicate that organisational change is necessary for the successful introduction of quality management. Fullan (2003) studies indicate that when innovations meet educational they are accepted and implemented resistance to change is an inseparable part of the change process dynamics, for psychological and social reasons. Friedman and Inbar (1992) studies on the introduction of change reveal that the reason for failure in introducing change is an often a lack of knowledge, especially when educational staffs are insufficiently versed in the required change. An incorrect application of the knowledge provided them concerning the change,

and/ or a misevaluation of the expected resistance, as occurred in the case of previous change processes in the A. Youth-Village.

3. *Managerial Styles* extant managerial theory indicates that a culture of change defines by rapidity and non-linearity on the one hand, with an equally great potential for creative breakthroughs, on the other hand. The manager plays a leading role in the successful introduction of change processes. The managerial style that they choose and follow will affect the ability of the staff to embrace and conduct the necessary change. Goleman (2001) identified the following six managerial styles: Coercive, Authoritative, Affinitive, Democratic, Pacesetting and Coaching. It appears that two of the six styles negatively affect the ambiance of the organisation and, in turn, employee performance; the coercive style, which people resent and resist, and the pacesetting style, by which people are overwhelmed and burn out. The four remaining styles have proven to have a significantly positive impact on a working atmosphere and performance (Fullan, 2001).
4. *Personal and Team Motivation* extant theories indicate that teamwork involves the work of a group that has some specific operational target, or some specified goal, and whose members maintain collaboration and coordination, in order to meet these goals; teamwork is a planned process (Kaner, 2003). Employees carrying out specific tasks, but working in groups, must make sure to coordinate their work, just like in a puzzle. This necessitates the establishment of special task teams. These differ from decision-making teams in the frequency of the contacts and the time that is required for completing the task. In the last few years more emphasis has been placed on the need for every business, as well as non-profit organisations, to appoint several professionals, at different points in time, to coordinate between them with concentration on various task- integrating teamwork. Figure 3 presents a visual representation of the conceptual framework.

**Figure 3: The conceptual framework of this research**



These four issues were been used as theoretical foundations that underpinned the research methodology that enabled the formation of an appropriate management theory and working managerial model for the A. Youth-Village during and following a period of change. A visual representation of the conceptual framework including the above four components is introduced in figure 3 (in the previous page). It is a visual representation of the unity of the components that constitute the process, and the way they interact and complement each other. This conceptual framework model presents a process according to which the four components: organisational leadership styles, organisational and educational change, managerial leadership styles, personal and team motivation.

More specifically, the model shows how the components involved in effective coordination interact and complement each other. Organisational leadership styles produce strong managerial leadership styles, which can contribute to organisational and educational change.

Furthermore, the use of appropriate organisational managerial leadership together with personal and team motivation can lead towards a useful and upgrading organisational change in education institutions. If management encourage and permit sharing views, understanding personal perceptions, reflection and critique concerning managerial decisions, personal work and teamwork then change process will become successful. An open educational organisation atmosphere created by the school's managerial staffs could serve as a crucial part of effective personal relations between personnel and other stakeholders', including the sharing of decision-making, contributing to upgraded quality management.

The desired appropriate managerial method is the synergetic outcome of the four elements surrounding it. It assumes that the appropriate quality managerial method would emerge from a synthesis of the considerations and knowledge contained in all the above-mentioned four components. Therefore, an effective leadership style would produce an efficient educational organisation change performed through teamwork and motivation guided by managerial leadership and sensitive informed management can achieve an appropriate Quality Management Method. Based on the theoretical foundations the research collected and analysed relevant data using qualitative and quantitative mixed methods research.

## **Summary of chapter II**

This chapter is all about theoretical perspectives of this research. It was crucial to read and understand the theoretical perspective on management theories before starting investigating A. Youth-Village staff.

The chapter commenced with a description of Management evolution in the 21<sup>st</sup> century, workplaces democracy versus command and control hierarchies. Then it moved to total quality management, costs, obstacles to achieve quality and Deming improvement cycle. Quality management components by Juran (2003) and Crosby (1995) were been added followed by quality management in educational Institutions, definitions of organisation, education institutes, formal and informal organisations, open, and close managements systems.

This issue followed by a discussion of leadership and school leadership issues. The chapter concludes with discussion of changes in educational institution management, management change implementation processes, organisational adjustment to the community and a review of the implementation of these issues in professional, scientific, and technological education.

This chapter discussed theoretical perspectives, both old and recent, relevant for the studied topic constitutes the foundations for an understanding of the issues involved in the study. A conceptual framework emerged from these theoretical perspectives and this framework constituted a narrower but more concise depiction of the issues under study that underpinned and justified the choice of methodology for the study as described in Chapter III below.

## **CHAPTER III: RESEARCH METHODOLOGY**

### **Preview**

Chapter III describes the research methodology chosen to attain the research goals, including the chosen research paradigm, strategy and methodology, explaining the rationale for the use of case study. The outline of the research design and process provides details of the research population and sampling method. Then the chosen research methods, data-collection tools, and data analysis methods are described. Issues of validity, reliability, generalizability and credibility are also discussed. Further to these issues, the chapter relates to the role of the researcher and its impact on research quality and ethical considerations, including discussion of the subjectivity of the researcher and objectivity of the research. Also noted is the extent of the researcher's access to, and presence in the research site.

The chapter discusses how the investigation of the Youth Village's performances and the organisation's management style, including examination of its atmosphere and leadership policy was conducted. It also explains how the research related to the respondents' perceptions of management policy, resource allocation, and management efficiency, supervisor evaluation by employees, work satisfaction, and creativity levels.

### **3. Research paradigm**

#### **3.1 Mixed methods research**

Since the research aimed to study a human situation in the A. Youth-Village, mixed methods research was selected as the most appropriate. This approach included the use of qualitative methodology, which allowed the individual voices of the respondent to be heard in an authentic manner, not relating to the respondents simply as objective entities.

As Yatziv (1998) recommends, the respondents were asked about their perceptions of the studied reality, providing their views of the atmosphere and environment in which they worked and their personal experiences in the organisation. This qualitative study was supported by quantitative data from questionnaires.

### **Research aims:**

This study addressed the following research aims:

- To examine the A. Youth-Village employees' perceptions of the appropriateness of management methods used during the organisational change.
- To examine the A. Youth-Village stakeholders' (i.e. parents of pupils) perceptions of the appropriateness of management methods used during the organisational change.

### **Research questions:**

This study addressed the following main research question:

Which management methods do employees and stakeholders' perceive to be appropriate during a process of organisational change in the A. Youth Village Boarding School?

Two subsidiary research questions:

1. Which management methods do employees perceive to be appropriate during a process of organisational change in A. Youth Village Boarding School?
2. Which management methods do stakeholders' perceive to be appropriate during a process of organisational change in A. Youth Village Boarding School?

#### **3.1.1 The research paradigm: post-positivism and constructivism**

What is a research paradigm? Neuman (1977, p.62) defines paradigm, as "*a basic orientation to theory and research*", while Yatziv (1998, p.195), defined it as the "*system of basic assumptions and concepts that define for scientists the range of their research and their interpretation in a particular period and a particular place ...*". The development of the paradigm was a revolutionary phenomenon in the history of scientific research and led to various academic scientific activities. The concept named "*standard*" since it represented a consensus among members of scientific communities (Kuhn, 1996). Basing this research paradigm on the suggestions of Guba and Lincoln (2000) that interrelated three varies questions to assist researchers in distinguishing between different paradigms as follow:

- What is the real nature of reality?
- What is the personal and professional relationship between the person having knowledge and the subject of the knowledge?
- What are the ways of finding knowledge?

Shkedi (2003) then added a fourth question:

- How do people learn to recognise reality?

According to Shkedi (2003), this question is an outcome of the answers to the first three questions. Shkedi has theorised that the researcher's answers to the questions would attest to their personal paradigm, i.e. to their basic system of beliefs.

The two main paradigms today are the 'positivist' paradigm and the 'post-positivist' or 'constructivist' paradigm Alpert (2007).

In this research, the positivist perception was employed as one of the basic milestones as defined by Yatziv (1998, p.175): *"A philosophical view of science, according to which there is no scientific knowledge other than that which addresses the existing relationships between empirical entities, like those that are observable with the help of a person's senses"*.

However, Zabar (2003) assumed that knowledge accumulated through an individual's own practical personal values, perceptions and experience would be valid authentic knowledge for the purposes of the research. The use of such qualitative methodology involves the adoption of a 'post-positivistic' or 'constructivist' worldview (Zabar, 2001). This method is not only acceptable in the academic world, especially in the social sciences, it is often considered preferable for reasons detailed below. The term 'constructivism' relates to a central concept that knowledge built through observation and interpretation of numerous structures of personal and cultural reality, reflecting a multiplicity of subjective viewpoints of the researcher and the research respondents.

### **3.1.2 Phenomenology**

Phenomenology is a philosophy developed by Husserl (1970), indicating that humans are aware of the world in which they live in different, unique and varied personal ways. A 'phenomenological' approach is usually considered necessary in the study of human perceptions. Phenomenology is defined by Yatziv (1998, p.192) as *"a philosophical approach adopted by researchers in the social sciences, which assumes that phenomena that are the objects of conscious human perception and not objective entities having an independent existence, have significance and are worthy of investigation"*. The respondents' awareness is based on personal and professional daily experiences; their perceptions and experiences constitute phenomena and phenomenology is the study of these phenomena.

Based on Husserl's philosophy, Schutz (1962) attempted to research the different intents attributed to social relations by individuals living under different social conditions. Their social reality, which has a major significance, is not composed only of objective facts and



events, but also includes the way that individuals perceive these facts and events in their daily experience.

According to Shlasky and Ariely (2001) phenomenologists want to show how individuals' experiences form the world. Phenomenologists indicate that the world does not exist independently of human perceptions and thoughts; human knowledge is the result of a construction based on social associations that they maintain and relate to (Shlasky, 2007). People's subjective perceptions define reality and they constitute the basis for social constructions that are shaped jointly through a certain degree of consent. According to Shlasky and Ariely (2001) the role of the phenomenological researcher is, therefore, to peel away the layers of assumptions and thoughts that people treat as obvious and to examine the nature of the hard core that remains within.

Returning to Shkedi's question (2003) regarding the ways in which knowledge is found, Shlasky and Alpert (2007) claimed that according to the constructivist paradigm there is no one way to ensure objective research since the researcher is regarded as someone who acts according to the existing social constructions in the inter-subjective world in which they live. In the post-positivist paradigm, the object of reference, according to Shlasky and Alpert (2007), is the concrete interactions conducted between the members of the research group and the manner in which they construct arrangements and courses of action. They noted that a researcher, who follows the constructivist paradigm, tends to be interested in social events that occur in specific situations, on the micro-social level. The researcher should relate to a set of components that are significant for the respondents and the respondents' social environment and for the researcher. The researcher does not seek to predict or identify laws that guide the actions of large social systems.

### **3.1.3 Critical and post-structuralized paradigms**

The paradigm of this research, as stated earlier, does not adopt the world view and fundamental beliefs of the positivist paradigm but rather follows the post-positivist interpretive paradigm ('giving a voice to the other') – with a paradigmatic orientation that employs the basic assumptions, theories and methodologies of qualitative research. In addition, it is noted that the influences of the critical and post-structuralism paradigms are also manifested in this research, including their fundamental theoretical and methodological assumptions, which are detailed below.

According to Shlasky and Alpert (2007), awareness of the ‘other’ led to the development of research approaches that would provide a voice for diverse often-unheard groups and focus on their perspective and understanding of reality. This is a way in which to counter what Britzman (cited in Shlasky and Alpert, 2007) refers to as "*ways of understanding that define subjects*", i.e. the manner in which discourse of any kind becomes a foregone conclusion and acts as an agent for transposing power, consent and lack of consent, that which is desirable and undesirable, understandable and non-understandable.

This critique produced a new research trend, which aims to give power to the voice of the ‘other’. Shlasky and Alpert (2007) noted increased research interest in Israel in feminist research as well as post-colonialist research of three types of subjects: attitudes towards immigrants, especially those who are not from a ‘Western’ culture; attitudes towards foreign workers; and attitudes towards the Palestinian population before and after establishment of the State of Israel. These approaches are more relevant to this research because the research environment is A. Youth-Village, which for 80 years has attempted to implement an inclusive, integrative vision: firstly creating a farm for working young women (1930-1945), secondly teaching immigrant teenage students and children who came from Arab countries, Africa, Eastern Europe and the Balkan countries (1946-2000).

The chosen qualitative interpretive-constructivist research, including openness to the influences of critical and post-structuralism approaches, guided the research’s conceptual perspective and considerations employed in decision-making with respect to the research design and the processes of data collection, analysis, presentation and interpretation. A portion of quantitative data was also added, as will be explained in section 3.1.5. The selected research method was derived from the above detailed philosophical assumptions as best suited to the goals of the current research.

### **3.1.4 Qualitative research design and strategy**

According to the constructivist paradigm, social research collects findings produced inductively, using qualitative methods. The main purposes of qualitative research are to describe and explain the studied phenomena and develop insights and theories concerning these phenomena (Shkedi, 2003). The description, the conceptual explanation and the theories emerge through an inductive process from the research and during its performance. The research question guides the research process, but at the same time provides freedom and flexibility to investigate the phenomena in depth and allows the classification and

interpretation of different phenomenon (Shkedi, 2003). More broadly, defined, qualitative research means, *"any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification"*, (Strauss and Corbin, 1990, p.17).

A qualitative research approach may include any of several means of research. Several research methods may be to collect data for qualitative research: observation, interview, and/or document analysis. Information gleaned from multiple sources: the respondents, pictures, protocols, tapes, documents, all of which present the researcher with different types of information. The present study chose to use mixed methods research.

Bogdan and Biklen (2003) listed five main principles of qualitative research - the following list shows the principles applied to the present research of the A. Youth-Village:

1. Qualitative research derives its data from the natural context of the research field in which the researcher is the main actor. In the present study, the researcher refined his perceptual skills, sensitivity, openness, experience, and understanding of events at the A. Youth-Village.

All the qualitative and quantitative data collection was conducted on-site to enable the understanding of which events were occurring and how.

2. Qualitative research is mainly descriptive; data concerning the respondents were collected through interviews, open and closed questionnaires. The written reports from the interviews were narrative in nature.
3. Qualitative researchers review processes in real time, as they occur; the researcher is interested in uncovering the reason why the process has occurred in a particular manner; what has caused this occurrence in the first place; how each of the respondents had functioned during the event.

The researcher was more concerned about the processes than about the outcomes. The objective was to expose the patterns of employees' and stakeholders' behaviour and perceptions. He therefore studied the actions and responses of each of the respondents in order to answer the research questions. Achieving this properly was by a combination of qualitative and quantitative methods.

4. The researcher tends to analyse the data inductively. The researcher does not aim to either strengthen or reject the originally designed hypotheses. Rather, the researcher's perception consolidates and unfolds in the course of the research as the data accumulates. Theory is been constructed systematically, solely because of supportive evidence, pieces of information, protocols and other types of data collected on-site. The research aimed to

reinforce and strengthen the respondents' answers by administering both closed and open questions in the interview and questionnaires.

5. *This qualitative approach attaches much importance to the meaning of things in the eyes of the respondents.* The intention was to reveal as much as possible about the research respondents; their beliefs; their preferences; the assumptions they maintained about their lives.

The choice of a qualitative methodology guided by some of the following strengths of qualitative methodology mentioned by Johnson and Onwuegbuzie (2004, p.14):

- *“The data are based on the participants' own categories of meaning*
- *It is useful for studying a limited number of cases in depth*
- *It is useful for describing complex phenomena*
- *Provides individual case information*
- *Can conduct cross-case comparisons and analysis*
- *Provides understanding and description of people's personal experiences of phenomena (i.e., the "emic" or insider's viewpoint)*
- *Can describe, in rich detail, phenomena as they are situated and embedded in local contexts*
- *The researcher identifies contextual and setting factors as they relate to the phenomenon of interest*
- *The researcher can study dynamic processes (i.e., documenting sequential patterns and change)*
- *The researcher can use the primarily qualitative method of "grounded theory" to generate inductively a tentative but explanatory theory about a phenomenon*
- *Can determine how participants interpret "constructs" (e.g., self-esteem, IQ)*
- *Data are usually collected in naturalistic settings in qualitative research*
- *Qualitative approaches are responsive to local situations, conditions, and stakeholders' needs*
- *Qualitative researchers are responsive to changes that occur during the conduct of a study (especially during extended fieldwork) and may shift the focus of their studies as a result*
- *Qualitative data in the words and categories of participants lend themselves to exploring how and why phenomena occur*

- *One can use an important case to demonstrate vividly a phenomenon to the readers of a report*
- *Determine idiographic causation (i.e., determination of causes of a particular event)”*

However, Johnson and Onwuegbuzie (2004, p.15) also pointed up the weaknesses of a qualitative research:

- *“Knowledge produced may not generalize to other people or other settings (i.e., findings may be unique to the relatively few people included in the research study).*
- *It is difficult to make quantitative predictions.*
- *It is more difficult to test hypotheses and theories.*
- *It may have lower credibility with some administrators and commissioners of programmes.*
- *It generally takes more time to collect the data when compared to quantitative research.*
- *Data analysis is often time consuming.*
- *The results are more easily influenced by the researcher's personal biases and idiosyncrasies”.*

Some researchers: Ben-Yehoshua (2001), Mason (2002), Robson (2002), Shkedi (2003), and Shlasky and Alpert (2007) criticise qualitative research for being open to bias caused by the close relation between the researcher and research respondent, and the researcher's possible influence on respondents. Other scholars claim that since it is subjective research, it is therefore unscientific, and the knowledge produced from such a research might not be generalizable. Some even think that it has little credibility with administrators because of their prevailing scientific tradition, but also because the use of small samples does not easily allow for quantitative projections. Other researchers argue that qualitative findings data analysis can be very time consuming.

### **3.1.5 Quantitative research design and strategy**

Qualitative research as described above is often use to gain a general sense of phenomena and to form theories that are then tested using further quantitative research. For instance, in the social sciences, qualitative research methods are often used to gain better understanding of such things as intentionality and meaning, why did this person/group say something and what did it mean to them? Although quantitative investigation of the world has existed since people first began to record events or counted objects, modern quantitative research uses the

methodology drawn from the positivist paradigm developed by Comte (1837) whose scientific method emphasized the use of observation and reason as means of understanding human behaviour.

Comte (1837) claimed that true knowledge is based on experience of senses and can be obtained by observation and experiment. In quantitative research, Shlasky and Alpert (2007, p.83) listed the following objectives (translated from Hebrew):

- *"The era of theories, models and hypotheses*
- *The instruments development and measurement methods*
- *Manipulation of variables and experimental control*
- *Empirical collection of data*
- *Data analysis and sample modelling*
- *Results evaluation"*

Quantitative research is often an iterative process whereby evidence is evaluated, theories and hypotheses are refined, technical advances are made, and so on. Quantitative research is often been contrasted with qualitative research, described above. The use of quantitative research for social sciences originally based on quantitative model approaches in the physical sciences, for example the work of Gustav Fechner on psychophysics, which built on the work of Ernst Heinrich Weber.

Johnson and Onwuegbuzie (2004, p.19) listed the following strengths and weaknesses of quantitative research.

*"Strengths:*

1. *Testing and validating already constructed theories about how (and to a lesser degree, why) phenomena occur.*
2. *Testing hypotheses that are constructed before the data are collected. Can generalize research findings when the data are based on random samples of sufficient size.*
3. *Can generalize a research finding when it has been replicated on many different populations and subpopulations.*
4. *Useful for obtaining data that allow quantitative predictions to be made.*
5. *The researcher may construct a situation that eliminates the confounding influence of many variables, allowing one to more credibly assess cause-and-effect relationships.*
6. *Data collection using some quantitative methods is relatively quick (e.g., telephone interviews).*

7. *Provides precise, quantitative, numerical data.*
8. *Data analysis is relatively less time consuming (using statistical software).*
9. *The research results are relatively independent of the researcher (e.g., effect size, statistical significance).*
10. *It may have higher credibility with many people in power (e.g., administrators, politicians, people who fund programs).*
11. *It is useful for studying large numbers of people.*

*Weaknesses:*

1. *The researcher's categories that are used may not reflect local constituencies' understandings.*
2. *The researcher's theories that are used may not reflect local constituencies' understandings.*
3. *The researcher may miss phenomena occurring because of the focus on theory or hypothesis testing rather than on theory or hypothesis generation (called the confirmation bias).*
4. *Knowledge produced may be too abstract and general for direct application to specific local situations, contexts, and individuals”.*

Therefore, although some distinction is commonly drawn between qualitative and quantitative aspects of scientific investigation, an argument arose suggesting that the two go hand in hand. For example, based on an analysis of the history of science, Kuhn (1996) concludes, “*large amounts of qualitative work have usually been prerequisite to fruitful quantification in the physical sciences*” (1996, p.162).

### **3.2 Mixed methods in social inquiry**

A mixed methods research paradigm combining the quantitative and qualitative research approaches were chosen for this research. This decision based on the premise that the limitation of one type of data is been balanced by the strengths of the other. Thus, quantitative data in the form of numbers would reinforce qualitative data in the form of texts and images. However, it was important to plan in advance how these two methods combine during the research.

Certain considerations should be taken into account to facilitate this combination (Greene, 2007):

*1. Data-collection* – two alternative options are possible

- Parallel data gathering: gathering qualitative and quantitative data at the same time - for example, a closed-ended questionnaire to job holders in A. Youth-Village was coupled at the same time as an exploratory observation of their work and conversations with selected employees to gather background details on the youth village.
- Sequential data gathering (sequencing): at first, gathering one kind of data and then using this data to inform the collection of other type of data. Sequencing is one of the ways that quantitative and qualitative data can combine by alternating between them. The strength of the data depends on the validity of both quantitative and qualitative data collection options. It also relies on the timing of the use of each tool type so that information gathered with one tool can inform the development of the next set of tools and the overall development of the research.

*2. Data combination* - here too, there are two possible methods:

- Component design: collecting raw data, analysing it data independently in one method, and then, combining them with analysed data from another method at the end in order to draw conclusions and to interpret data from the first method.
- Integrated design: combining dissimilar options during the conduct of the evaluation, that to provide additional insightful understandings. Qualitative data used to inform quantitative data collection, and vice versa, or simultaneously, where qualitative and quantitative data are been collected and analysed together.

*3. The purpose or rationale of combining data:*

- Triangulation can be used to cross-check data from two or more sources of information, or data gathered through different methods. Triangulation allows the researcher to confirm and reinforce, verify or reject findings from qualitative data using quantitative data (or vice versa). It also allows the researcher to test whether research findings obtained through different tools are consistent. It also increases the chance to monitor, or assess some of the threats or the many possible causes that might intervene or distort results. Triangulation also provides ‘complementarity’, allowing the researcher to illustrate and elaborate the results from one research method with results from another method.
- Enriching: this relates to the use of the qualitative method to “thicken” data obtained by quantitative surveys, through non-statistical data for example, subjective opinions and



attitudes of research respondents. <sup>6</sup>. In principle, this mechanism should operate in either direction - from quantitative to qualitative approaches or vice versa and produce a “*thick*”, more detailed and multi-dimensional description of the research phenomenon.

- Examining: generating hypotheses to examine through the quantitative approach - hypotheses that emerge from qualitative task are been tested through the quantitative approach. This mechanism may operate in both directions – from quantitative to qualitative or vice versa.
- Explaining: qualitative data is been used to understand unanticipated results from quantitative data - ‘*Explaining*’ includes using qualitative findings to understand unexpected or unusual results from quantitative data. This mechanism can also operate in either direction – from quantitative to qualitative or vice versa.
- Initiation – discovering, any possible paradoxes and contradictions, that might then necessitate a re-framing of the research question.

Proponents of mixed research typically (Johnson and Onwuegbuzie, 2004) adhere to the compatibility thesis as well as to the philosophy of pragmatism.

1. The *compatibility thesis* is the conceptual idea that quantitative and qualitative methods are compatible, meaning; they both been used as a particular research study.
2. The *philosophy of pragmatism* says that researchers should often use one approach or mixture of research approaches that works the best in the real world situation.

It is vital and important to note that although the stages of mixed research are numbered, researchers often follow these steps in different ways of orders, depending on what particular concerns and needs emerge or arise during the particular research study. For example, validation and interpretation of the raw data is been examined throughout the data collection process.

Given the qualities of the mixed method, research design reviewed above the researcher decided to choose a mixed-method design for the present study for the following purposes:

1. *Triangulation* - compare and cross-check outcomes from different methods and designs in order to corroborate and reinforce the validity of data.
2. *Complementarity and enrichment* - thicken the data from one method with data from another method and produce a rich detailed and multi-dimensional picture of the studied phenomenon.

3. *Initiation* - revealing possible paradoxes or contradictions, this may necessitate of research question or questions re-framing.
4. *Development* - using the research findings gathered from one method to update findings from another method.
5. *Expansion* is seeking to extend the range and breadth of the research by using different various methods for different inquiry components.

### **3.3 Case study**

The current research was conducted according to mixed-methods methodology combining quantitative and qualitative data and using the case study method. Patton (2002) refers to the case study as the investigation of a specific unit – a person, event, plan, organisation, time, community. Robson (2002) adds that case studies deal with an investigation of the particular, with what is special, and with the context of "*real life*", using a variety of sources to explain the phenomenon or the case. Stake (1995) too supports this statement and describes the case study as the observation of human activity in a certain place at a certain time.

Additional features of case study according to Robson (2002) are the fact that it is an empirical research, in which the researcher has face-to-face involvement with his respondents, they know him, and they are even bound by social ties, as in the case of this research. According to Shkedy (2000), case study is the preferred strategy in qualitative research, facilitating description of phenomena in all their complexity. This research intended to fully describe the respondents' human perceptions and behaviour in general and their personal and professional attitude in particular, and to understand the myriad forms of their inter-relations with their colleagues.

The present research involves an exploratory case study (Yin, 2002). Exploratory case study was seen as the most suitable and common method of qualitative research, since it tries to understand a new phenomenon or a developing phenomenon in a new light, and allows construction of theories that develops 'in the field'. It focuses on contemporary events, in the course of which it points out future research directions (Robson, 2002; Weber-Shalom, 2002).

The phenomenon researched here, the employees' perceptions concerning the management of the A. Youth-Village following changes that took place within the organisation, is a special and unique phenomenon. Yin (2002) indicated that exploratory case study is suitable in cases where there is a lack of information on processes of renewal taking place in the phenomenon.

The research environment included respondents that lived and worked together all day long, which was one of the contextual conditions that made case study research a most suitable method of investigation for this case.

### **3.4 Research design**

#### **3.4.1 Research study outline**

The research was conducted according to the following eight stages:

**Stage 1:** The research began with a preliminary review of the literature on improving efficiency and employee motivation, including the study of management methods. Selecting research methods and final identification of the research questions was completed in November 2001. Research and auxiliary methods and tools then designed and tested after approval of the research proposal by the management of the A. Youth-Village and the university where the researcher was studying.

**Stage 2:** Shaping the thesis in its final version, dealing with ethical issues and other considerations, ensuring the thesis complied with the ARU ethical restrictions and academic editing.

**Stage 3:** Investigating and documenting: After interviewing part of the A. Youth-Village staff that volunteer a sample of respondents were selected. This consisted of a group of thirteen people, nine of whom work at the Youth Village in management and teaching positions; the other four were parents of pupils.

**Stage 4:** Gathering information from educational and auxiliary staff and parents in questionnaires beginning with closed questions followed by open questions, followed by interviews.

**Stage 5:** Analysing collected data and comparing the findings, from the fieldwork with the latest theories in the relevant up-to date literature.

**Stage 6:** Creating a new managerial theory, based on respondents' perceptions, according to themes emerged from the data analysis.

**Stage 7:** Writing up the research thesis and conclusions.

**Stage 8:** Using the research conclusions for creating appropriate and applicable quality managerial model for A. Youth-Village.

### 3.4.2 Research procedure

Most of the data was collected between the years 2001 to 2004 from the following sources:

1. *Administration* - closed-ended questionnaire booklets were given to the 13 respondents.
2. *Interviews* - long in-depth interviews were conducted with two members of staff and one parent during the period of January to October 2004. The open and closed questions for the interviews were composed sensitively to avoid offending the respondents in any way. The questions used in these semi-structured interviews formed the basis for the open-ended questionnaires in the second questionnaire booklets that were distributed later to all the respondents. In addition to questions relating to the same variables investigated in the closed-ended questionnaire, in the interviews and open-ended questionnaires respondents were asked about their professional background, personal status and other factors that could influence the research.
3. *Additional documents and letters* - material was collected from the Youth Village, principally with the help of a cooperative respondent who was a member of staff and the consent of the management, including documentation relating to budgets, organisational structure, history, work procedures, and formal and non-formal connections within the organisation.

Table 3 below describes the research data collection design different stages.

**Table 3: Research data collection design**

Stages	Research tools	Aims	Method of analysis	Population
Stage 1: Qualitative research	Documentary analysis	To obtain information about budgets, curricula, organisational structure	Content analysis	
Stage 2: Quantitative research	Closed-ended questionnaire	To gather information regarding research variables	Statistical measurement	9 Employees
Stage 3: Quantitative research	Closed-ended questionnaire	To gather information regarding research variables	Statistical measurement	4 Parents
Stage 3: Qualitative research	Open-ended questionnaires	Corroboration and probing	Content analysis	9 Employees and 4 parents
Stage 4: Qualitative research	Interviews	Corroboration and probing	Content analysis	2 Parents

The research began with conversations with respondents and a single exploratory observation, and subsequently shifted to administering closed-ended and open-ended questionnaires, and finally, interviews. After collecting documents such as, written material in the form of letters, minutes of meetings, logs of activities, computer reports, and the other material, an administrative analysis of the Youth Village (see Appendix 1) were conducted, based on these documents. At this stage, having collected the responses to the closed-ended questionnaires, relating to processes connected with organisational structure, leadership, staff work, means of motivation, environmental constraints, communication and decision-making, problem solving and changes, all collected data were analysed statistically. Interviews were been conducted with some of the respondents and the data was transcribed and analysed. Then open-ended questionnaires administered and analysed and the findings were summarised from both questionnaires close-ended and open-ended together with the interviews.

Seven categories emerged, from the comparison and cross-checking of data between the two questionnaires (closed and open-ended) that reinforced the validity of the respondents' subjective evaluation of the situation, described in the interviews, either consciously or otherwise. According to the respondents, these categories necessitated consideration in the construction of an appropriate management model for the youth village. After the emergence of these categories, the researcher was able to attempt to answer the research questions. Following discussion of these findings, comparing them with previous research findings, conclusions were drawn which enabled to create new managerial theory based on the findings and to use this theory to build a management model appropriate for the management of the A. Youth-Village.

### **3.4.3 Research process**

There were three main stages in the research process:

1. *Research Preparation Stage* - from the moment the researcher received the approval for his research proposal from the ARU supervising university, he began to gear up for its implementation. He began by reading the professional literature; both in Hebrew and in English, on all the topics related to the research (see bibliography). He requested and received the necessary approvals for carrying out the research from the management of the A. Youth-Village and the regional council (Appendix 1 paragraph 1.1, 1.2). He then held a number of reconnaissance meetings with the youth village's senior office holders, respondents RSC1, RSC2 and RSC3. At these meetings, they agreed for a single meeting

with all respondents in the framework of the fortnightly meetings regularly held in the A. Youth-Village. Seven of the nine respondents were present at this meeting and the researcher explained the research purpose, the research method and the data collection tools. After receiving the consent of the initially selected respondents, employees of the A. Youth-Village six parents of pupils studying in the A. Youth-Village School were approached who are all residents of the regional council. He met with each of the six parents, although only four of them agreed in the end to participate in the research. Having received all the necessary approvals for carrying out the research and a sample of 13 respondents who had consented to participate in the research, the researcher began to search for questionnaires that would be suitable to derive the necessary data for the research. These included tried-and-tested questionnaires prepared by Dr Ruth Brayfield of the *Shipour*, Institute for Personal and Professional Development. Altogether, he located about 30 different questionnaires from different sources, of which 11 were chosen as suitable for the present research (details of the different questionnaires appear in CHAPTER IV: Findings in order of their use).

The questionnaires were grouped into two booklets, one for the employees and the other for the parents (Appendices 2, 3). The researcher met once again with the staff respondents at a meeting of the A. Youth-Village managerial staff to hand them the booklets. It was decided that they would be collected three to four weeks later in sealed envelopes sent to the secretary of the A. Youth-Village head-teacher. Each booklet was marked with the code number assigned to each respondent, from RSC1 to RSC9, with no identification by name. In parallel, the researcher established contact with the parents and personally hand-delivered the questionnaire to each one's home.

In January 2002, the researcher built the basis for the closed-ended questionnaires for the parents over a period of five months and distributed them to their homes during the month of May 2002 after incorporating the necessary adaptations.

2. *Research Implementation* - during the implementation of the research, the researcher met with each of the respondents from the A. Youth-Village staff at the school three or four times. With some of them, he held additional informal discussions on the research topic in various social, regional, professional and voluntary frameworks. All the meetings took place during the course of 2002, some to clarify questions that arose while filling in the questionnaires and some to reassure respondents that their participation in the research would not affect their future career in the A. Youth-Village or the school. The respondents

from the middle and low management level would call the researcher from time to time to inquire about the fate of the closed-ended questionnaires they had filled in and returned. They wanted to know what the conclusions were and what the next stage of the research would be. The researcher invested considerable efforts in collecting the questionnaires and analysing each one separately until he obtained a personal profile for each respondent including the management attitudes that they represented.

The data collected from the closed-ended questionnaires and analysed over a period of slightly more than two years. The researcher produced a multi-layered graphical chart for each respondent that described their attitudes concerning the different studied topics. After a long period, he succeeded in collecting all 13 booklets from the respondents and constructing a full personal profile for each of them, from which the researcher extracted the list of research variables (see Appendices 2, 3).

3. *Research Progress* - on completing collection of all the booklets of closed questionnaires, starting from October 2002, the researcher distributed the booklets with the open-ended questionnaires to all the respondents, first to the staff of the A. Youth-Village and the school at a management meeting. In practice, two of the nine respondents from the staff of the A. Youth-Village and the school agreed and interviewed, three out of the nine did not return the open-ended questionnaire, and four others claimed that they did not have time for an interview and that they would fill in the answers to the questions independently in the booklets. The latter returned the open-ended questionnaires only after a very long time. Distribution of the questionnaires to the parents began in January 2003 and the process with them was smoother.

All three-parent respondents consented to participate in personal interviews, saying that after reading the booklet with the open-ended questionnaires they would find the time to meet with the researcher, and in this meeting they would fill in the answers. This is in fact what transpired. On conclusion of the practical part of the research, the researcher analysed the open-ended and closed-ended questionnaires, and derived a list of the variables that emerged from the responses, 23 in number from this analysis. The variables grouped then into the five different categories.

### 3.5 Research population and sampling

The study focused on a sample research group of 13 people. Respondents included administrative workers, teachers, pupils' parents, and auxiliary staff such as welfare workers, and others from the A. Youth-Village and school. Thirteen participants were chosen because they represented all the different types of managerial levels and would have different perspectives concerning management and change processes in the A. Youth-Village.

The respondents were divided into three groups, the groups description is presented in next sub-chapters. Two groups of staff members and one group of pupils' parents: Each of them had rich vocational experience from other work environments where they had worked before coming to the village such as commercial companies, schools, army and other different institutions and all had many years of professional expertise in the disciplines in which they worked.

#### 3.5.1 Interviewees and their relation to the researcher

According to Marshall (1996): *“studying a random sample provides the best opportunity to generalize the results to the population but is not the most effective way of developing an understanding of complex issues relating to human behaviour”*. He also claimed that *“for a true random sample to be selected, the characteristics under study of the whole population should be known; this is rarely possible in a complex qualitative study”* such as the present study (1996, p.523)

With ‘no probability sampling’, in contrast, population elements are selected *“on the basis of their availability (e.g., because they volunteered) or because of the researcher's personal judgment that they are representative. The consequence is that an unknown portion of the population is excluded (e.g., those who did not volunteer). One of the most common types of no probability sample is called a convenience sample – not because such samples are necessarily easy to recruit, but because the researcher uses whatever individuals are available rather than selecting from the entire population.”* (Marshall, 1996, p.523)

Since the studied staff population was not large (15 managerial staff members) and he knew the studied population well, the researcher therefore decided to use a convenience sample for the study. Nine out a possible 15 staff members agreed to participate in the research. Similarly, few parents were involved in the A. Youth-Village activities on a regular basis, for example in the parents' committee. A convenience sample was used and four parents (out of ten who served on the parents' committee) agreed to participate in the study.



The respondents were approached in the following order:

1. *The first group*, all members of the managerial staff, received the code names RSC1 to RSC4 were senior managerial staff. They are part of the same social circle, attending the same community and regional events, while their children study together.
2. *The second group*, all junior management members of staff, received the code names RSC5 to RSC9. They were acquainted with the researcher from his involvement in the school during the period when the researcher established the steering committee with the intention of converting the school into a regional school. Most of them were with him on the Gan-Raveh Education Committee appeal for property tax and municipal rate reduction.
3. *The third group* of respondents, RSC10 to RSC13, were pupils' parents. The researcher knew them due the fact that they lived in the same community.

The researcher behaved according to the precepts of Sabar Ben-Yehoshua (2001), who claimed that the qualitative researcher feels that reality cannot be dismantled into its components without causing distortion and therefore a holistic analysis must be carried out. Thus, initially the researcher decided that the research questions would examine the perceptions of the entire researched population regarding existing management methods in the institution.

### **3.5.2 Approvals and permission to conduct the research**

The researcher approached several of the youth village's functionaries for approval of the conceived research framework, to receive their permission to gain access to the respondents and to obtain written information.

The researcher asked to receive consent in principle to conduct the research from the institutions responsible for the A. Youth-Village. The researcher obtained the approval of the head of the Regional Council to carry out a qualitative research on the premises of the A. Youth-Village, located in the Regional Council's area of jurisdiction. The researcher also received the approval of the head-teacher of the youth village, which was not only glad to help but also instructed all her staff to cooperate to ensure the success of the study.

As the research progressed, the researcher was allowed to move freely around the youth village, to distribute questionnaires, both in bulk and personally, to each of the respondents. As stated, the head-teacher of the youth village supported the research from the start. The researcher agreed that the respondents' identities would remain confidential and the name of

the youth village would be fictitious in any published reports. In total, thirteen respondents, nine staff members and four parents of pupils who were actively involved in the school parents' committee, agreed to take stage in the research and to furnish the researcher with as much information as needed on their perceptions regarding the organisation.

All four parents cooperated in the first and second stage of the research, i.e. in filling in the closed and open-ended questionnaires. All nine members of staff cooperated in the first stage of the research, in which they were asked to fill in closed-ended questionnaires and they also shared the history of the school with the researcher. However, in the second part, where they were asked to fill in open-ended questionnaires and to participate in interviews conducted by the researcher, only six participated.

Respondents RSC1, RSC2 and RSC5 did not cooperate, did not return the open-ended questionnaires, and avoided the researcher, offering various excuses such as: *"I haven't yet filled in the questionnaire"*, *"I lost the questionnaire"*, *"I don't have the time now, I'll fill in the questionnaire later on in the year"*, *"I've already sent the completed questionnaire"*, etc.

### **3.5.3 Research population profiles**

The respondents totalled thirteen people: six men and seven women (including employees and parents). Table 4 summarises the personal and professional profiles of each of the respondents who were youth village employees, and Table 5 shows personal profiles of the respondents who were parents of pupils studying at the youth village.

The respondents were divided into four groups: high-level management, middle-level management, low-level management, and parents.

**Table 4: Personal and professional details of A. Youth-Village employees**

<b>RSC</b>	<b>Age</b>	<b>Gender</b>	<b>Marital status</b>	<b>Position</b>	<b>Managerial status</b>	<b>Seniority</b>
RSC1**	50	Female	Married+4	Head of the Youth Village	high-level	6 years
RSC2**	55	Male	Married+3	School head-teacher	high-level	20 years
RSC3 *	45	Male	Married+3	youth village administrator	high-level	20 years
RSC4**	38	Male	Married+3	Boarding school head-teacher	high-level	10 years
RSC5**	45	Female	Not reported	Accountant	middle-level management	12 years
RSC6**	40	Female	Married+3	Educational counsellor and teacher	middle-level management	10 years
RSC7 *	47	Male	Married+2 children	Social studies and sports teacher	middle-level management	20 years
RSC8**	40	Male	Married+2	Maintenance manager	low-level management	10 years
RSC9**	44	Female	Not reported	Social worker	low-level management	10 years

\* - Participants that agreed to take part in interview with the researcher

\*\* - Participants that agreed to take part in interview, but did not in the end attend the interview

All the employees described in Table 4 above, live in the youth village; they send their children to the same school and kindergartens. Their houses are all the same size and are situated in one quarter of the youth village. They eat together every day, lunching together with the pupils in the youth village dining room and spending most of their time together. The importance of these respondents in the study lies in the roles they play in the organisation. RSC1 to RSC3 hold roles in the highest administrative level. RSC4 to RSC5 hold roles in the intermediate managerial level while respondents RSC6 to RSC10 are role holders at a lower administrative level.

They were chosen because they hold significant roles in the organisation that is undergoing a process of organisational change. They were also those most affected by the change and upheaval faced by the youth village and school. As noted, this sample of employees was relatively large – 9 respondents out of a total 15 managerial staff of the youth village representing the views of the managerial staff.

**Table 5: Personal and professional details of A. Youth-Village pupils parents**

<b>RSC</b>	<b>Age</b>	<b>Gender</b>	<b>Marital status</b>	<b>Position</b>	<b>Management level</b>
RSC10 *	46	Female	Married+2	Senior bank employee	Senior
RSC11**	49	Male	Married+3	Senior manager in El Al airlines	Medium
RSC12**	54	Female	Married+3	Architect	Self-employed
RSC13**	58	Male	Married+2	Driving instructor	Medium

\* Participants that Agreed to take part in interview with the researcher.

\*\* Participants that Agreed to take part in interview but did not attend the interview.

The importance of these respondents for the study lies in the role they play in the organisation as members of school PTA. RSC10 to RSC13 all play a role in the school PTA. They were chosen because they hold significant roles in the organisation because the undergoing process of organisational change involves the PTA members as outside consumers. Because they have children as pupils, they will be affected by the change.

## **3.6 Ethical considerations**

### **3.6.1 Research ethics**

A researcher undertaking a case study lives with the people being studied, participates in their lives, identifies with their problems, experiences the interesting and difficult periods in their lives, is party to their secrets, and is often allowed access to personal and even intimate aspects of their day-to-day existence. This fact obliges the researcher to develop sensitivity to the needs and rights of those they are studying as well as a sense of professional ethics with a set of strict codes (Stake, 1995).

The researcher must be aware of the social and cultural structures of which he is a part in order for them to influence him to the minimum extent possible, as well as taking into account the fact that people in the research arena inevitably leave their mark on him. Maintaining professional ethics, among other things, raises the credibility of the researcher and allows him greater accessibility to the research site (Punch, 2005).

In the present research, we followed the next rules of ethics:

- A. *Receipt of prior informed consent*: this means ensuring that each respondent has assessed for himself the benefit of participating in the research and has decided in its favour (Howe and Dougherty, 1993). All those responsible for the affairs of the A. Youth-Village – the head-teacher of the village, the school inspector, the director of settlement education, and the local authority expressed their consent to the research after the researcher had made its aim clear to them.
- B. *Privacy and anonymity*: the researcher sought to reach the maximum number of investigated layers of reality, yet he understood that he was under an obligation to protect the privacy of the respondents (Dehyle et al., 1992) by maintaining complete anonymity. Thus, he took efforts to camouflage the identity of the school. Further, all the research participants, employees and stakeholders got fictitious names, while the letter **A** to disguise its real identity denotes the name of the investigated youth village.
- C. *Candidness and trust*: in the present research, the researcher made an earnest attempt to win the trust of the respondents and to be candid towards them regarding the aims of the research and its possible publication (Miles and Huberman, 1994).
- D. *Reciprocity and partnership*: the intimacy of qualitative research, in terms of the proximity of the researcher to his respondents and their face-to-face dialogue around the significance of the investigated reality, extends the boundaries of ethics into the domain of reciprocity and partnership (Ben-Yehoshua, 2001). The term "*participants*" or "*respondents*" (those who take an active part in the construction of a social significance), is increasingly preferred instead of the term "*subjects*" (those who are administered treatment in a passive way). This testifies to the change in the conceptualization of researcher-subject relations in qualitative research (Howe and Moses, 1999) because the term of *subject* is now associated with an exploitative attitude that ignores the rights and interests of the research's human source of information. When referred to as respondent or participant there is an acknowledgment of the individual's contribution due to their personal specialisation and authentic knowledge of the field, perceived as equivalent to the theoretical contribution of the researcher (Oakes, Hare and Sirotnik, 1986). Indeed, in the present research the researcher aspired to make all the respondents partners in the research processes. They contributed fully to the collection of data, to their verification and even to their interpretation.

E. In the course of the research, the researcher found himself facing several serious ethical dilemmas:

1. The researcher had some prior acquaintanceship with some of the respondents, on a professional level before the conception of the research. His closeness with some of them helped him greatly in the sense that they cooperated with alacrity in answering the questionnaires in both the booklets. Some of the respondents whom he has known even agreed to fill in the open-ended questionnaires. During the interviews with them, they did not avoid answering questions that did not always present them in a positive light, whether personally or professionally, and so the researcher had to take care to distinguish information that was not pertinent to the research and to maintain complete confidentiality of sensitive information.
2. Apprehension on the part of the respondents regarding publication of the findings: some of the respondents told the researcher of their concern that publication of the findings of the research, including their opinions on the management of the A. Youth-Village and the school, could affect their personal and professional future. The researcher assured them that he would make every attempt to maintain the confidentiality of the data at all times and under all circumstances. He explained more than once that he had undertaken not to reveal their personal details without their explicit consent. Furthermore, no use would be made of the information gathered other than for the purposes of the research itself.

The researcher took care to maintain all ethical rules defined in the Anglia Ruskin University Ethical Guidelines for Research, especially the restrictions mentioned in sections: 18.1, 19, 22, 24, 26, 27, 28, 31, 32, 38, 39, 46, and 48. Approval was obtained from the youth village management for the performance of the research including permission to collect information, conduct interviews with some of the staff, participate in maintenance staff meetings, observe the staff at work, and use quotations from protocols or interviews.

As for subjectivity of the researcher and objectivity of the research, it is difficult to claim objectivity in qualitative research. Instead, in qualitative research we place the emphasis on the subjective understanding and interpretation of social phenomena (Ben-Yehoshua, 2001). Critics of qualitative research assert that it is impossible to validate research results based mainly on personal interpretations by the researcher.

One might ask, can and should a qualitative research be of any objective? Qualitative research is, by nature, open and descriptive. The researcher was deeply involved within the events on

A. Youth-Village, therefore, the researcher was committed to diminish subjectivity and ensure the reliability of the research. In addition, he rearranged the order of use of the research tools; first quantitative (more objective information) followed by qualitative.

One of the most commonly cited disadvantages of qualitative research methodology is the fact that the researcher's subjectivity is present and influential at all stages of the research from the choice of research topic choice, to the formulation of hypotheses and research questions. This influence increases when it affects the selection of methodologies, and manner of interpretation of the collected data. One way to overcome this bias due to subjectivity is to continually reflect on the values and objectives that the researcher brings to the research field and how these affect the research, and also to explain considerations used when interpreting findings and to detail the research process in full. Researchers should indicate this difficulty when writing up their conclusions from their research and should encourage readers to evaluate the value of their research accordingly (Ratner, 2003).

As the researcher's purpose was to add to already existing knowledge and not to express his personal opinion, the researcher developed means of control and supervision (Goba and Lincoln, 1981). The most known and popular of these was to cross-check the important findings pinpointed by the research (Mason, J., 2002 cited in Ben-Yehoshua, 2001).

### **3.6.2 Coping with sensitive situations that developed during the research**

In the course of the research, the researcher encountered internal power struggles among the participating staff members and a great deal of potentially exposing harmful information. Although this delicate situation in the organisation, the respondents encourage by the researcher, where willing to talk, not only about issues concerning the organisation, but also about other, unsolicited and personal issues.

## **3.7 Research methods and tools**

### **3.7.1 Data collection methods, validation, timing**

As noted above, the research tools selected were a mix of qualitative and quantitative more specifically; the model shows how the components involved in effective coordination interact and complement each other.

Organisational leadership styles produce strong managerial leadership styles, which can contribute to organisational and educational change. Furthermore, the use of appropriate

organisational leadership styles and managerial styles together with personal and team motivation can lead towards a useful and upgrading process of organisational and educational change in education institutions, if they encourage and permit sharing views, understanding personal perceptions, reflection and critique concerning managerial decisions, personal and teamwork.

Stages of research data collection:

The data-collection conducted in three stages, in an iterative manner, in order to collect sufficient evidence to serve as a basis for developing an understanding of the studied phenomenon.

1. In the first stage, the necessary permission was obtained to approach the respondents in an organised manner, to distribute questionnaires, and to schedule interviews with them. An initial exploratory observation of life in the youth village and exploratory conversations with the staff were conducted at this stage.

During the observation, the researcher attempted to merge with the managerial staff in an unobtrusive manner, but more than once the researcher felt that he was not receiving the 'truth' and that a 'performance' was being staged for him. This is the reasons that the researcher decided to rely on questionnaires and interviews and not conduct observations.

2. In the second stage, the researcher moved from attempting to merge with the managerial staff in observations (which had failed) to distancing himself from them in order to examine more objectively the respondents' 'world perspective' and professional perception of events in the institution in which they were working.

At this stage, the researcher composed two booklets of closed-ended questionnaires, which he administered to the sample of school staff and for the pupils' parents, who had consented to participate in the research. He distanced himself from events that were unrelated to his research at the site; after distributing the closed-ended question forms, first to the staff at various levels of the school's management, the researcher subsequently distributed the questionnaires to a number of the pupil's parents.

The process including the preparation of instructions for filling in the questionnaires, and distributing and collecting them, lasted for about one year.

Out of the 13 respondents who completed the closed-ended questionnaire, only two members of staff and one parent consented to participate in the interviews

3. In the third stage, after having interviewed only some of the respondents, the researcher decided to use the open-ended questions from the interviews to form two booklets of



open-ended questionnaires (one for staff and one for parents) and distributed them to those respondents who had not been interviewed. Once all the completed booklets, were collected (some respondents did not complete the open-ended questionnaires) the researcher then analysed the answers, interview transcriptions, and other documents (described in the next clause).

**As for background data collected on the institution:**

A. *Documentary research*: various documentary data on youth village and school was collected. This included information on the cultural background of the location in which the educational institution is located, the history of the institution's establishment, the population working in it, the pupil population studying there, as well as the general background of the staff.

Also included in the were documents relating to the youth village budget (years 2001-2005) and an organisational structure flow chart, a salary table, pictures, the pupils' curriculum, a map describing the division of the organisation's land area, details of managerial staff, streams for personal preference subjects, the four-year study programme, and details of the number of classes. (Appendix 1, paragraph 1.10)

B. *Process data*: data were collected concerning the administrative processes of the educational institution, including definitions of staff members' posts, methods for transfer of information used for employee appraisal.

Human relations between the employees, management styles prevailing in the institution and the nature of the staff's work were exam. The organisational climate and culture, and the respondents' ability to cope with changes were examined to.

C. *Interviews and questionnaires* shed light on subjects such as the processes of decision-making in the institution, work satisfaction on the part of the staff members questioned, the personal creativity factor of each respondent, their attitudes toward processes of change, the organisational structure, and the nature of resource allocation in the organisation.

Five categories of data emerged from the examination of the characteristics of the A. Youth-Village in the questionnaires and interviews:

1. The respondents' personal attitudes
2. The respondents' professional development
3. The perceived management approach
4. Consumer satisfaction
5. Respondents' personal improvement.

### 3.7.2 Research tools

In line with the main research goals (as detailed also in Chapter 1: Introduction)

- To develop evidence-based insights into the management methods used during the implementation of organisational changes in the A. Youth-Village.
- To develop an evidence-based management model supported by theory appropriate for the administration of the A. Youth-Village in its new form.

The most relevant and effective way to attain these goals were to investigate the perceptions of staff and a number of parents holding professional positions themselves regarding the managerial methods used during change of the youth village. The rationale for the inclusion of parents' perspectives, was to include an additional perspective of the organisation's 'external consumers' of the organisation, who nevertheless knew the organisation well from their work in the parents' committee and constant contact with the head-teacher of the A. Youth-Village and the school. In order to answer these questions, tools were chosen to collect the necessary information from the research population. The tools chosen in accordance with the topic and the population investigated were as shown in tables 6 and 7:

**Table 6: List of research tools used in the research**

<b>Researched population</b>	<b>Frequency of Use</b>	<b>Aim</b>	<b>Content</b>	<b>Research tool</b>
Head of the youth village, head-teacher of school, and administrator	End of each year: 2001,2002, 2003,2004, 2005	Obtain background information on general items: budget, staff, salaries, curricula, organisational setup	Draft budgets 2001-2005, table of lands owned, staffing, 4-year curricula	Reading minutes of meetings, relevant documents
9 staff members, managerial staff of the A. Youth-Village	During the 2001-2002	Collect information on the perception of respondents regarding topics/variables selected for purpose of the research	11 closed ended questionnaires on various topics Includes 261 questions	Booklet of closed questionnaires
9 managerial A. Youth-Village and school staff members	2002-2003	Confirm information collected through questionnaires and confine references to 11 variables that were selected	4 questionnaires adapted to the interview and for filling in by the respondent attitude questionnaire on Includes 82 questions	Booklet of open-ended questionnaires

Researched population	Frequency of use	Aim	Content	Research tool
4 pupils parents	2001-2002	Collect information on the perception of respondents regarding topics/ variables	9 closed ended questionnaires on various topics Includes 219 questions	Booklet of closed questionnaires
4 pupils parents	2002-2003	Confirm information collected through questionnaires and to confine the references to 11 variables that were selected	4 questionnaires adapted to the interview and for filling in by the subject and 1 questionnaire on attitude Includes 72 questions	Booklet of open-ended questionnaires
2 parents and small number of managerial staff members	Twice	Confirm information collected through the closed questionnaires	1 open-ended questionnaire for managerial staff member and 2 for parents Part of open-ended questionnaire	Interview

## 1. Questionnaires

The choice of questionnaire booklets arose from the need to obtain extensive information from a small number of respondents in a relatively short period. The questions in each questionnaire aimed at eliciting information on the respondents' perceptions regarding important variables, providing limited personal information on the respondent and on their professional capacity in the organisation. The researcher envisaged interminable delays occurring if he were to distribute the questionnaires one at a time to the respondents, both A. Youth-Village employees and pupils' parents.

The first booklet included 11 close-ended questionnaires as detailed in Table 7 below.

**Table 7: List of closed-ended questionnaires for staff in booklet 1**

(See Appendix 2)

Number	Questionnaire name	Aim of the topic examined
1.	Evaluation of direct superior	Performance of the direct superior
2.	Work satisfaction	Personal satisfaction from work
3.	Personal creativity rating	Level of personal creativity
4.	Examination management style	Organisation Management Style
5.	Attitude to processes of change	Attitude to changes
6.	Organisational atmosphere	Organisational Climate
7.	Barriers to creativity	Identification of barriers to creativity
8.	Leadership style	Identification of Leadership style
9.	Quality management policy, responsibility and authority	Policy quality management and definition of responsibility
10.	Management policy	Management policy
11.	Efficacy of the quality management system	Level of managerial efficacy in the organisation

In detail, these eleven closed-ended questionnaires administered to staff members requested the respondent's views on the following topics:

1. Evaluation of their direct superior: The questionnaire examined the opinion of the staff member on several parameters relating to the performance of his direct superior: professionalism and performance skills, human relations and teamwork, responsibility and identification, initiative and innovation in the organisation, leadership and management, awareness of need for service and satisfaction of internal and external consumers.
2. Work satisfaction: The questionnaire consisted of 18 statements to which the respondent was required to state whether he agreed or not and to what extent. The questionnaire designed to map the level of work satisfaction of each of the staff members.
3. Personal creativity: The questionnaire consisted of 17 statements to which the respondent was required to state whether he agreed or disagreed and to what extent. This questionnaire designed to determine the creativity factor of the staff member.
4. Examination of management style: The respondent was presented with 16 criteria representing different management styles used by the person with whom the respondent would least like to work. The respondent decided from eight-point scale to assess the criterion.

5. Examination of the respondent's attitude towards processes of change: The questionnaire included 50 statements; the respondent was asked, whether they would or would not make the respective statement if they had to take part in a process of change in the institution.
6. Examination of the organisational climate; the questionnaire consisted of 37 statements presenting different characteristics of the organisational climate as either suitable or unsuitable for the organisation. The respondent was required to state whether he agreed or disagreed with specific characteristics.
7. Identifying barriers to creativity and ways to overcome them: The questionnaire was comprised of 20 statements reflecting perceptions of creativity in the work place. The respondent was required to state whether he agreed or disagreed with the statements as been suitable or unsuitable to the institution.
8. Identifying leadership style: social/democratic, task-oriented/authoritarian: The questionnaire included 20 statements supposedly reflecting the leadership style of the respondent's direct superior, he was required to agree or disagree with the statement.
9. Policy regarding quality assurance and definition of responsibility and authority in the organisation: The questionnaire included 13 questions intended to examine the level of quality control and the definition of responsibility and authority. The respondent was required to answer each question with a 'yes' or 'no'.
10. Management policy regarding the organisational structure and allocation of resources: The questionnaire consisted of 12 questions designed to examine the management policy of the organisational structure and the allocation of resources in the institution. The respondent was required to answer each question with a 'yes' or 'no'.
11. Review of the effectiveness of management of the quality assurance programme: The questionnaire included 16 questions designed to examine the level of quality assurance by answering each question with a 'yes' or 'no'.

Since the researcher had decided to include a sample of four parents in the research population, he had to adapt the questionnaires or at least parts of them to this different population, so that there were two versions of the first questionnaire booklet, one for staff and one for parents.

The second questionnaire booklet aimed at collecting concrete information on the parents' perceptions of the existing mode of management in the school and the A. Youth-Village, and the management method that they favoured as most appropriate for the future management of the youth village.

The second booklet included nine closed-ended questionnaires as shown in Table 8 below:

**Table 8: List of closed-ended questionnaires for parents in booklet 3**  
(See appendix 2)

Number	Name of questionnaire	Aim of the topic examined
1.	Evaluation of person who constituted the parent's direct contact with the youth village.	Evaluation of the contact person's performance
2.	Satisfaction from parent's involvement	Parent's satisfaction from his/her involvement in the A. Youth-Village
3.	Personal creativity rating	Level of parent's creativity
4.	Management style	Evaluation of contact person's management style
5.	Attitude to process of change	Attitude to changes suggested by parents
6.	Organisational atmosphere	Organisational climate as perceived by the parent
7.	Barriers to creativity and ways to overcome them	Identification of barriers to creativity
8.	Quality management policy, responsibility and authority	Existence of quality management policy and definition of responsibility
9.	Efficacy of the quality management system	Level of managerial efficacy in the organisation

In detail, these nine questionnaires administered to the sample of parents of the school's pupils; parents related to the following issues:

1. Evaluation of the person serving as the contact between parents and the youth village; eliciting the opinions of the involved parents with respect to a number of principle parameters related to the performance of parent's contact person at the youth village. The parameters included the contact's professionalism, performance skills, human relations and teamwork, responsibility and identification, initiative and innovation in the organisation, leadership and management, service awareness, and satisfaction of internal and external consumers.
2. Examination of parental satisfaction with their involvement in the youth village: The questionnaire consisted of 18 statements with which the respondent was required to agree or disagree; intended to map the level of satisfaction of each of the parents with respect to his involvement in the youth village.

3. Analysis of the respondent's personal creativity factor, including 17 statements with which the respondent was required to agree or disagree: The questionnaire was used to map the creativity factor of the institution's staff.
4. Examination of the management style of the contact person at the Youth Village: The respondent was presented with 16 criteria that represented different management styles that could be used by the person with whom the respondent would least like to be in contact as a parent vis-à-vis a representative of the A. Youth-Village. Respondents were been asked to grade the mode of criteria on an eight-point scale as acceptable to them.
5. Examination of the attitude to processes of change proposed by the parents: The questionnaire consisted of 50 statements to which the respondent was required to respond as to whether or not he would make the respective statement were he to take part in a process of change as a parent in the school.
6. Examination of the organisational climate characteristics from involved parents' perspective: The questionnaire consisted of 37 statements designed to represent different characteristics of the organisational climate as either suitable or unsuitable to the institution. The respondent was required to state whether he agreed with the specific characteristics, based on his familiarity with the youth village management.
7. Identifying barriers to the respondent's creativity and ways to overcome them: the questionnaire consisted of 20 statements representing the attitude of the respondent towards his creativity as a parent involved in the events of the A. Youth-Village. The respondent was required to state, whether he agreed with the statements about the institution and what was his involvement in events there.
8. Determining policy regarding quality assurance and definition of responsibility and authority in the organisation: the questionnaire included 13 questions examining the level of quality control and definition of responsibility and authority as seen by the respondent in their capacity as a person involved in the events of the A. Youth-Village. The respondent was required to answer the questions with a 'yes' or 'no'.
9. Reviewing the effectiveness of quality assurance programme, the questionnaire included 16 questions. They examine personal level of quality assurance programs, in institution as seen by the respondent as an involved parent. The respondents were required to answer each of the questions with 'yes' or 'no'.

The researcher decided to validate and reinforce the data from the closed-ended questionnaires with two additional tools: open-ended questionnaires and interviews. For this purpose, he constructed two additional questionnaire booklets, No. 2 and 4.

The first was for the senior staff members in the organisation and the second for the parents. Although most questions in the two open-ended questionnaires were similar for both populations, there were also specific questions adapted for the staff in the employees' questionnaire and specific questions adapted for the parents in the parents' questionnaire. Open-ended questions in these questionnaires designed to confirm, refute, or enrich the respondents' attitudes to the examined topic as expressed in the closed-ended questionnaires. The role of each open-ended questionnaire booklet was to obtain information more freely and without the restrictions of the closed-ended questionnaire.

The booklet was divided into five questionnaires, each questionnaire focusing on a slightly different topic – the respondents' personal, or professional attitudes concerning or criticism of the research topic or regarding processes taking place in the organisation. The last questionnaire aimed to examine respondents' attitudes towards their participation in the research. In sum, the researcher produced the booklet of open-ended questionnaires for the employees and parents as a tool to obtain supplementary information that could not be obtained from the closed-ended questionnaires – a tool that would elicit the opinions of the respondents in a less restricted manner, allowing them to be more candid.

The main reason why the researcher decided to examine the level of satisfaction of parents from the A. Youth-Village is that the service level that the customer receives is cardinal.

According to Chesbrough (2011) effective leveraging of services innovation is required within business of any kind.



Booklet 2 for the staff members included open-ended questionnaires on a variety of topics as shown in Table 9 below.

**Table 9: List of topics examined in the open-ended questionnaires for staff in booklet 2**  
(See appendix 3)

Topics examined in the framework of open-ended questions to the employees	Aim of the topic examined
Proper management, a good manager	Familiarity of the respondent with the concepts
Research of the organisation as a result of participation in the research	Familiarity of the respondent with the organisation
Relationship between professional role and qualifications/desires	Satisfaction from position assignment
Changes in form of management, changes in the nature of the work	Attitude to changes
Changes and personal and professional development	Attitude to personal career
Attitude of colleagues to affairs in the institution	Attitude of colleagues to things taking place
Changes in the work environment, technological developments, managerial changes	Flexibility with respect to changes in the work environment
Receiving assistance in advanced managerial matters	Coping with advanced management
Familiarity with advanced management methods	Proficiency in advanced management concepts
Difficulties related to participation in the research and coping with them	Coping with difficulties related to participation in the research
Ways to improve and promote subordinates	Attitude to nurturing workers and subordinates
Personal reflection as a result of participation in the research	Personal changes as a result of the research
Significance of the research from the personal point of view	Examination of the level of proficiency with the research aspects
Reasons for participating in the research	Discovery of the reason for participating in the research
Attitude of colleagues to the research	Identification of the attitude of colleagues to the research
Use of the computer as a management tool	Discovery of the level of technological proficiency
Incorporation of advanced management methods in your work	Discovery of the level of technological proficiency
Use of advanced technological means	Discovery of the level of technological proficiency

<b>Topics examined in the framework of open-ended questions to the employees</b>	<b>Aim of the topic examined</b>
Preparation of a yearly work programme	Discovery of the level of yearly professional planning
Attitude to the researcher given the fact that he is known to you	Discovery of the level of relations with the researcher
Relationship between manager and subordinate	Discovery of employee-employer relations in the organisation
Changes in professional career and personal development	Control over career and development
Participation in processes of change	Previous experience in processes of change
Personal opinion and feedback from the respondent on his participation in the research	Personal feedback on participation in the research

In Booklet 4, prepared for the parents, questions were been added to confirm or refute the parents' attitudes concerning the examined topics expressed in the closed-ended questionnaires. In the case of the employees, the purpose of the open-ended questionnaires booklet is to obtain additional candid information without the restrictions of the closed-ended questionnaires. This booklet was also divided into five questionnaires, each questionnaire focusing on a slightly different topic – the respondents' personal or professional attitudes concerning or criticism of the research topic or attitudes towards processes taking place in the organisation – while the last questionnaire aimed to examine the parents' attitude towards their participation in the research.

In sum, the researcher produced the open-ended questionnaires booklet for the parents as a tool to obtain supplementary information that could not obtained from the closed questionnaires – a tool that would elicit the opinions of the respondents in a less restricted manner. The booklet of questionnaires for the parents included questions on a variety of topics as shown in Table 10 below.

**Table 10: List of topics discussed in open-ended questionnaires  
for parents in booklet 4 (See Appendix 3)**

Topics examined in the framework of open-ended questions to the parents	What the topic examined
Proper management, a good manager	Respondent's familiarity with the concepts
Research of the organisation as a result of participation in the research	Respondent's familiarity with the organisation
Relationship between role as involved parent and qualifications/desires	Satisfaction from involvement in the organisation's affairs
Changes in form of management, in the nature of the work	Attitude to changes
Changes and personal and professional development after involvement	Attitude to personal career
Attitude of pupils' parents in the A. Youth-Village institution	Attitude of colleagues to events
Changes in the work environment, technological developments	Flexibility with respect to work environment changes
Receiving assistance in advanced managerial matters	Coping with advanced management
Familiarity with advanced management methods	Proficiency in advanced management concepts
Difficulties related to participation in the research and coping with them	Coping with difficulties in research participation
Ways to improve involvement by parents in the A. Youth-Village affairs	Discovery of ideas for advancing involvement
Personal reflection as a result of participation in the research	Personal changes as a result of the research
Significance of the research from the personal point of view	Examination of the level of proficiency
Reasons for participating in the research	Discovery of the reason for participating in the research
Attitude of the parents of other pupils to the research	Identification of pupils' parents attitude towards the research
Use of the computer as a management tool	Discovery of the parents' level of technological proficiency
Incorporation of advanced management methods in your work	Discovery of the parents' level of technological proficiency
Use of advanced technological means	Discovery of the parents' level of technological proficiency
Preparation of a yearly work programme for parents' involvement	Discovery of the level of yearly professional planning
Attitude to the researcher given the fact that he is known to the parents	Discovery of the level of relations with the researcher

Topics examined in the framework of open-ended questions to the parents	What the topic examined
Relationship between manager and subordinate	Discovery of employee-employer relations
Changes in professional career and personal development	Control over career and development
Participation in processes of change	Previous change experience
Personal feedback from the respondent on their participation in the research	Personal feedback on participation in the research

## 2. Documentary evidence

Documents collected with the help of respondent RSC3 and the A. Youth-Village school administrator during the course of school years 2003-2004 helped to enrich the understanding of the administration of the youth village and school. The youth village management did not give its approval to publish minutes of management staff meetings in the framework of this research.

Although the information from the minutes increased the researcher's background understanding of the studied phenomena, they are not included in the reported findings. On the other hand, documents testifying to the budget of the A. Youth-Village, organisational structure, staff, salaries of functionaries, division of land and other raw data were made available to the researcher for use in the thesis and are presented in Appendix 1, It should be added that the respondents confirmed the authenticity of the data (Miles and Huberman, 1994).

## 3. Interviews

Shlasky and Alpert (2007) defined the interview as a planned dialogue between two or more people, in which the interviewer tries to elicit information from the interviewee on a specific subject by means of gradually developing questions. Before the interviews, the researcher collected the interviewees' personal details, such as age, professions, education, employment, family status, etc. Before each interview, each interviewee was approached by phone or face-to-face to ensure that they consented to the interview and to coordinate the date and time of the interview. Almost all the interviews were in an open format in which ethnographic information is elicited and the researcher conversed with the respondent in a relaxed manner about his personal feelings.

The interviews explored the respondent's attitude to: the way in which the school was being run, their participation in the research, ideas on improving matters, the respondent's personal

situation and plans regarding events at the youth village, and various other subjects that arose spontaneously. Finally, only three out of thirteen respondents were willing to give data for the interview. The interviews were held in different places in accordance with the youth village schedule, and a booklet of open-ended questions guided the researcher's administration of the interview and a pre-determined interview procedure intended to reveal the respondents' perceptions of the interviewee on a number of issues that the researcher wanted to investigate.

The researcher made sure to follow several cardinal rules in interviewing:

1. Introducing the research topic, expressing appreciation for the participate respondent's.
2. Asking questions clearly to the interviewee, devoting maximum attention and expressing interest in is attitude.
3. Repeating question when they were understanding problems, if digression occurs, directing the conversation gently and politely back to the subject of the interview.
4. Checking the MP3 recorder, performing an additional check towards the end of the interview ensuring answer recording.

The researcher employed both direct and indirect questions. In a question of dealing with projected interpretations, one assumed that the interviewee expresses his own opinion. The interviewee does so because it is easier for him to express himself on behalf of others. Only if this assumption is been fulfilled can the projected interpretation of the response to the question be an efficient tool for determining the interviewee's opinion. As noted above, in practice, despite the researcher's intention to interview all thirteen respondents, only three of them, RSC3, RSC7, RSC10, agreed to take part in the interviews.

The remainder had initially agreed, later regretted their decisions, and then declined to come to the interview. As an alternative, they requested to answer the open-ended questions in writing. An additional problem that arose in the course of the interviews was that there was frequently a discrepancy between the interviewees' answers regarding a particular situation and the actual reality, since they were clearly rationalising situations after the fact. In order to avoid the above-mentioned problems, the researcher decided to abandon the interviews and to collect the same data in a more organised, structured manner. He therefore prepared two booklets of open-ended questions whoever refused or "*did not find the time or place*" to be interviewed received a booklet of open-ended questions.

### **Interviews using the open-ended questionnaires booklet for staff**

The open-ended booklet for the staff was therefore used both for the interviews with the two staff members who agreed to be interviewed and later as questionnaires for the remaining staff respondents who had not agreed to be interviewed. It included questions asking for their views on the following subjects:

1. Proper management and a good head-teacher; investigation facts concerning the organisation derived from the research and the connection between the respondent's personal/professional role and skills/desires;
2. Changes in the type of management, the nature of the work, the respondent's personal and professional development, and the work environment: technological developments; administrative;
3. Attitude of respondent's colleagues to occurrences at the institution;
4. Receipt of assistance in advanced managerial matters; respondent's familiarity with advanced managerial methods and difficulties regarding participation in the research and coping with them;
5. Ways to improve and advance subordinates; respondent's personal reflection regarding to participation in the research;
6. Significance of the research on a personal level; respondent's reasons for participating in the research; attitudes of colleagues to the research;
7. Use of the computer as a management tool; incorporation of advanced management methods in the respondent's work and their use of advanced technological facilities;
8. Respondent's planning of annual work programmes;
9. Respondent's attitude to the researcher, given the fact that the respondent knows the researcher;
10. Contact between the head-teacher and his subordinates; the respondent's changes in profession/career and personal development; the respondent's participation in the processes of change.

### **Interviews using the open-ended questionnaires booklet for pupils' parents**

The open-ended booklet for the parents was therefore used both for the interviews with the single parent who agreed to be interviewed and later as questionnaires for the remaining parent respondents who had not agreed to be interviewed, and included questions asking for their views on the following subjects:

1. Proper management and a good head-teacher;
2. Investigation of facts concerning the organisation derived from the research;
3. Connection between the role of an involved parent and their skills/desires;
4. Changes in the type of management and the nature of the work in the youth villages an involved parent; changes in the respondent's personal and professional development as a result of involvement in the youth village; changes in the work environment, technological and administrative developments;
5. The parent's attitude concerning events in the studied youth village;
6. Receipt of assistance in advanced managerial matters; respondent's familiarity with advanced managerial methods in the youth village as a parent; difficulties relating to participation in the research, coping with these, and respondent's ideas on ways to improve and advance the involvement of parents in youth village activities;
7. Respondent's personal reflection as a result of their participation in the research;
8. Significance of the research on a personal level; respondent's reasons for participating in the research, and assessment of attitudes of parents of other pupils to the research;
9. Use of the computer as a managerial tool; respondent's incorporation of advanced managerial methods in work, and use of advanced technological means;
10. Planning of annual work programmes to involve parents in events at the A. Youth-Village;
11. Respondent's attitude to the researcher, given the fact that the respondent knows the researcher;
12. Contact between the head-teacher and his subordinates;
13. Changes in the respondent's professional/career and personal development;
14. Respondent's participation in the processes of change as a parent;
15. Respondent's opinion and personal feedback concerning their participation in the research;

## **3.8 Data analysis methods**

### **3.8.1 Data analysis**

The data analysis performed in different ways according to the data-collection tool type. Data analysis was primarily inductive (Goetz and LeCompte, 1993), focusing on the identification of common patterns and characteristics within the data collected in the field. The researcher assigned the patterns names, forming preliminary conceptual categories.

In the present research, five relevant categories emerged from the open-ended and closed questionnaires distributed to the respondents. Subsequently the researcher refined these categories and defined the principal categories to which units of data would be assigning. In finalising the findings, six new categories were been formed that included all the 26 identified variables. This process of refinement accompanied the subsequent stages of the research, applying constant reference to existing theories and the relevant literature and ultimately a sound set of categories was obtained in line with the process of forming grounded theory (Strauss, 1989).

The process of inductive analysis is described as circular (Guba and Lincoln, 1989), the researcher returning over and over again to an analysis of the texts in order to find evidence for the systems of meanings he formulates, for links he identifies, for interpretations he makes, for common characteristics identified, and for the various components involved.

In the present research, the researcher performed an analysis of the data each year, and once again, after the third year of the research, on completing collection of the unique data that he had identified in the field. The rationale behind this was to broaden the researcher's view and obtain a more holistic perspective and to provide an evaluation of the process over time. In addition to the statistical analysis of the closed-ended questionnaires, the researcher read and reread all the answers to the open-ended questionnaires that were distributed to the 13 respondents, including the transcripts of the respondents' answers in the course of the few interviews he had with them. The researcher identified relevant passages in the text that the respondent's attitude to the research or to a particular variable. Subsequently he grouped together the most relevant statements made by the respondents, adding them to the general narrative where references were found to a particular variable or to several variables.

The researcher also grouped all the relevant statements made by a respondent in connection with a particular variable and assigned them a mode grade that was commensurate with their level of agreement or disagreement with the statements in the questionnaires.



### **3.8.2 Qualitative data analysis**

Analysis of the collected qualitative data was performed in the following manner:

1. Open-ended questionnaires for employees and parents: In the first stage, the researcher analysed the answers of the staff at all managerial levels to the open-ended questions with the help of internal categories: EMIC analysis (Goetz and LeCompte, 1993 cited in Ben-Yehoshua, 2001). The researcher repeated the procedure with the answers of the parents.
2. The analytical unit the researcher used was the statement or phrase and the analytical method was constant comparison (Glaser and Strauss, 2009). The preliminary categories were constructed based on the data themselves, through comparisons and a search for patterns, repetitions and use of certain concepts and terms. The present research was characterised by a Circular Continuum (Spradley, 2008), expressed in the interrelationship between the analysis of the data during their collection and the conclusions derived throughout the course of the analysis.
3. Following the initial analysis the researcher changed, rearranged and updated the set of categories several times in order to render it more comprehensive and reflect more accurately both the subject of the research and the theoretical rationale that underpinned it, thereby facilitating interpretations regarding directions of change, and quality.
4. The set of categories that eventually took shape is composed of both super-categories and sub-categories, since data did not always neatly fit into the main categories. For example, when the researcher set out to investigate the important and relevant concept of self-image, he found virtually almost no statements by the respondents on the topic. In certain cases, the researcher found that he could refer to another variable and attribute to it the concept of self-image.

The variables included in the five categories are described in CHAPTER IV: Findings. All respondents' answers were read and the remarks relevant to this study were coloured with different colours relating to different variables. After marking the remarks, they were gathered into clusters by variable. So that it was eventually possible to see, how many respondents had referred to or neglected a particular variable. On concluding the analysis of the open-ended questionnaire for each respondent, and after grading each variable, the researcher created a weighted graph showing the attitude of the respondents to each variable in the research. Subsequently he reached the conclusion that presentation of each variable in a single separate graph would show more clearly the differences or similarities between the perceptions of the different respondents.

### **3.8.3 Quantitative data analysis**

The closed-ended questionnaire administered initiated to the employees and subsequently to the parents. The researcher defined the questionnaire, as one that examined the respondent set of attitudes towards topics investigated in the research. Analysis was conducted by means of external categories (ETIC analysis), in line with the theoretical rationale on which the questionnaire was constructed (Chinn and Brewer, 2000).

Each questionnaire was analysed separately. A personal profile of each of the respondents obtains from their responses to the questionnaire. The profile presented as a graphic model representing the respondent's attitude concerning various aspects of the management method used in the organisation. As noted above, the staff samples were asked to complete 11 closed-ended questionnaires while the parent sample were asked to complete nine closed-ended questionnaires adapted for parents.

A numerical mode grade obtains for each variable following investigation of the respondent's answers to all the questionnaires. With the help of the weighted data, the researcher created a graph with columns representing the mode grades received by the respondent for the different variables. He then created a graph for each management level such that he now had a group graph in addition to a personal graph for each respondent.

Following this, he added a graph for each variable separately, representing the responses of each group of respondents for that variable.

**Table 11: List of indices derived from the research variables**

Number	Questionnaire name	Population	Research index
1.	Clarification of personal attitude	Staff and parents	Attitude level
2.	Attitude of management-level colleagues/parents	Staff and parents	None
3.	Barriers to creativity and ways to overcome them	Staff and parents	Creativity level
4.	Initiative and originality in organisation	Staff and parents	Level of originality in the organisation
5.	Leadership and management	Staff and parents	Leadership and management level
6.	Leadership style – social/democratic vs. authoritarian/task-oriented	Staff and parents	Leadership style
7.	Processes of change in management	Staff and parents	Changes
8.	Management policy regarding organisational structure and allocation of resources	Staff and parents	None
9.	Management style	Staff and parents	Management style
10.	Superior-subordinate relations	Staff and parents	Distance maintained in relations
11.	Organisational atmosphere	Staff and parents	Organisational atmosphere level
12.	Personal career improvement	Staff and parents	Career improvement level
13.	Personal change	Staff and parents	Personal change
14.	Personal creativity rating	Staff and parents	Personal creativity level
15.	Personal difficulties	Staff and parents	Personal difficulties level
16.	Personal managerial attitude	Staff and parents	Level of attitude to management
17.	Personal professional development	Staff and parents	Professional development level
18.	Interpersonal relations and teamwork	Staff and parents	None
19.	Self-image	Staff and parents	Self-image
20.	Attitude to processes of change	Staff and parents	Changes
21.	Professionalism and performance	Staff and parents	Personal skills

Number	Questionnaire name	Population	Research index
	skills		
22.	Quality management policy, responsibility and authority	Staff and parents	Responsibility and authority level
23.	Participation in the research and clarification of attitude to participation	Staff and parents	Participation attitude
24.	Responsibility and identification	Staff and parents	Responsibility and identification level
25.	Service awareness and consumer (internal and external) satisfaction	Staff and parents	Service awareness level
26.	Efficacy of quality management system	Staff and parents	Quality management system efficacy level
27.	Work satisfaction	Staff and parents	Work satisfaction level

Data analysis was based on the method of summary scores for respondents. In this study, a numeric score was given for each variable.

A separate calculation was made for each group of staff and parents and then the overall average was calculated. Respondents also gave self-evaluations according to a mode-graded scale with regard to the different variables.

### 3.9 Triangulation, reliability, validity and generalizability

#### 3.9.1 Triangulation

Triangulation was conducted on two levels:

1. Triangulation of qualitative research data and quantitative research data according to mixed-method methodology produced richer and more valid data, producing the most relevant information for the study.
2. Cross-checking and comparison of data collected with different data-collection tools: open-ended and close-ended questionnaires booklets reinforced the data's validity connectivity between the answers. Similar variables were examined in both types of questionnaire allowing the researcher to obtain different angles of view and to produce a more complete picture of the studied phenomena. Data from the questionnaires also triangulated with data from the interviews.

Cross-checking was conducted by gathering data from various sources, as detailed in order to determine whether a particular phenomenon did indeed take place as well as to clarify its significance (Stake, 1995). Cross-checking of information obtained using different research tools improved data collection, raising the level of accuracy, allowing for more complete analysis of the attitudes and statements from different perspectives, and facilitated a search for developmental and behavioural patterns.

The researcher found that there was a *high-level* of correspondence between the materials obtained from the different research tools, testifying to the internal validity of the research. Cross-checking was facilitated by the use of subtlety in the questions posed in the closed and open-ended questionnaires: questions that were asked once in the closed questionnaires and were repeated in the open-ended questionnaires with a slightly different phrasing, allowing the variables to be examined from several directions. When the respondent's attitude towards a certain variable was arranged in the graphs, the representation of that respondent's personal viewpoint was evident.

### **3.9.2 Reliability and validity**

Qualitative research defined as being concordant with scientific descriptions and explanations relating to a social condition, phenomenon, study curriculum, institution or environment (Ben-Yehoshua, 2001, p.100). The present research examined the perceptions of employees with respect to management methods, and of primary relevance, here is the question of internal rather than external validity (Ben-Yehoshua, 2001). The internal validity by Yin (2002) is the correspondence between the search for patterns, construction of explanations and time series analysis during analysis of the data.

The weakness of qualitative research from the point of view of internal validity is the lack of objectivity, stemming from the presence and involvement of the researcher at the research site in general, and the researcher's pre-research relationship with some of the respondents. Nevertheless, such a presence and involvement on the part of the researcher comes with some advantages too: he can obtain authentic data allowing him to describe the observed phenomena in all their complexities where another researcher, foreign to the scene and the respondents might not be so successful (Ben-Yehoshua, 2001).

To improve internal validity, the researcher chose different methods: minutes of the meetings of management staff handed to the respondents in order to obtain their confirmation that they

indeed described the events accurately. Johnson and Onwuegbuzie (2004) claimed that several characteristics of qualitative research are not compatible with external validity, because unlike quantitative research, the main goal of qualitative research is to shed light on one specific human being phenomenon or situation. To increase external validity, the findings and any possible generalisations were compared with the reviewed theoretical and research literature.

Additionally, the researcher examined the validity of the research data according to the method of Dawson (1981), which refers to the achievement of maximum validity in qualitative research according to three groups of elements:

1. *Validation for the purpose of confirmation*: obtaining confirmation of findings by collecting maximum evidence from the research site. In the present case, the researcher determined the quantity of proofs and findings based on written statements (questionnaires) and those based on oral statements (interviews); he distinguished those findings made available to the researcher unnecessarily from those collected according to instructions. It was also necessary to consider whether the observed person and the interviewee were alone with the researcher or whether there were other people present at the time of the interview. The researcher examined the similarities and the dissimilarities between the findings, thus true data ‘surfaced’, while false data ‘sank’.
2. *Validation by refining the sources*: remove of non-valid data from interviews. The researcher was not completely successful in removing the non-significant data that the respondents added during the interviews. The researcher tried to locate distortions or inaccuracies and ignore them during analysis; he concluded that most of them derived from factors relating to personal relations between the staff members.
3. *Validation by creating the conditions for collecting reliable data*: A factor of prime importance was establishing friendly relations and trust between the researcher and the respondent; the people at the A. Youth-Village knew the researcher, and he maintained professional, organisational, and social relations with all the respondents in all positions. The researcher presented the aims of the research to everyone, and, as stated, explained that their statements would have no direct effect on their future at the Youth Village.

Because of the nature of the site under study, the population, the processes, and activities investigated, the researcher decided to suffice with two types of validations, as described above in clauses 1 and 3 above.

In the present research, reliability achieved by the following means:

- Repeated use of the same research tools (Dey, 2005), e.g. the questionnaires, which enhanced the reliability of the data obtained.
- Full description of the data was made, up to the extent possible and their confirmation by repeated observation. This was facilitated by the researcher's prolonged stay at the research site and his familiarity with the research field, According to Yin (2002) full description of the data helps to increase their reliability
- The researcher's alertness to and identification of his own behaviour patterns, increases the possibility that his data and interpretations could be relied on. (Fetterman, 1989)

Although reliability and validity issues apply mostly to research results and conclusions, we should consider these issues at the time of designing the research, at the earliest stages of the research process. Otherwise, difficulties relating to validity and reliability of the data may only be discovered when it too late to gather data and other information on a particular research question of significant relevance and quality (Dawson, 1981).

This study was largely qualitative, combined with quantitative research to increase its reliability and validity, because we investigated small study population. Nevertheless, triangulation improved validity and reliability.

### **3.9.3 Generalizability**

In some qualitative research, it is sometimes almost impossible to achieve generalizability and to derive implications valid for other contexts. According to the classification of LeCompte and Goetz (1993) there are four main situations in which it is difficult to demonstrate generalizability of the research findings:

1. When the findings are relating specifically to studied group (*selection*).
2. When the findings are depending on or specific to the particular context, in which the study took place (*setting*).
3. When particular or specific historical experiences determine or have a direct impact on the findings (*history*).
4. When particular constructs studied are precise and specific, only to the group studied (*construct effects*).

The unique features of the A. Youth-Village which constituted the subject for the research comply with all four criteria mentioned above and this consequently means that generalisation is limited if at all to other educational youth villages undergoing change process.

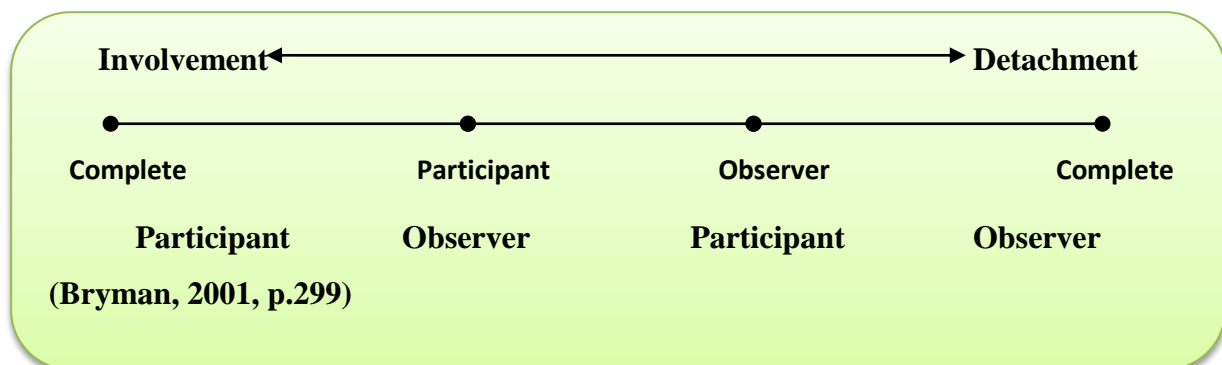
### 3.10 The researcher's role

#### 3.10.1 Researcher impact on research quality

Critics of qualitative research claim that the researcher has a significant and not negligible effect on his studied respondents. Since the qualitative researcher may spend days and nights with respondents, eventually, at some stage, he develops close relations with them. In the case under study, relations between the researcher and the respondents had been established before the research was conceived. It therefore seemed impossible to conduct the qualitative research without the researcher being involved in the studied environment. Therefore, the researcher maintained a close presence in the studied field from the beginning of the quantitative research.

As for different researcher roles, Mason (2002 cited in Ben-Yehoshua, 2001) said that experienced researchers have developed methods for diminishing research bias. The experienced researcher attempts to ensure complete independence of each observation ... and the qualitative researcher is capable of diminishing the effect of the observer on an observation in which he participates. Ethnographic researchers can adopt one of a number of roles in relation to the social setting and its members. Gold's (1958) classification of participant observer roles arrays them on a continuum of degrees of involvement with and detachment from the members of the group.

**Figure 4: Gold's classification of participant observer roles (1958)**





*Complete participant:* Gold (1958) describes this observer as a fully functioning member of the social setting whose identity is not known to the members. The complete observer is a covert observer (Fielding, 1986).

*Participant-as-observer:* In this role, the observer is a fully functioning member of the group, but the other members of the group are aware of his role as researcher. The participant-as-observer is an overt observer.

*Observer-as-participant:* In this role, the researcher acts as an interviewer, performing few observations, but with very little participation.

Ethnographers engaged in police research; since opportunities for real participation are few, due to legal restrictions and possibility of obstructing police operations, mainly use this stance. The data is usually gathered through observers-as-participants include ‘naturally occurring police talk’, and ‘detailed descriptions of how officers handled ‘live’ incidents’.

*Complete observer:* The researcher does not interact with the members of the group. People do not have to consider the researcher.

There may be advantages and risks involved in each of these types of role. According to Gold, (1958) participant-as-observer carries the risk of over-identification and of ‘going native’. ‘Going native’ occurs when the participant-as-observers identify completely with the social setting, and see things from their point-of-view, thus losing their research objectives, and then experiencing difficulties in forming a social theory based on the data collected. On the other hand, the observer-as-participant stance carries the risk of not understanding the social setting and the people in it, and then of making incorrect inferences. The complete observer role carries with it the advantage of removing reactivity, but at the same time, may fail, like the observer-as-participant, to understand the people as well as the setting and the situations. The researcher should choose each observer stance according to the goals of the research and the nature of the data desired. The researcher, then, has to be aware of the above-mentioned risks and try to avoid them for the benefit of the research.

Another issue raised when the ethnographer participates in the research is the degree to which the researcher may be active or passive. The researcher often feels compelled to be active, even in the role of an observer-as-participant. Yet, taking an active part might carry the risk of participating in illegal or dangerous actions (Gold, 1958). It follows, then, that participant observers have to develop sensitivity and an awareness of these processes, if they wish to achieve their research goals. On the one hand, too much involvement may result in bias and

reactivity. On the other hand, too much detachment may prevent an understanding of the issues under study. Therefore, the degree of involvement has to be such that the researcher will be able to interpret the data, and yet maintain a certain amount of objectivity. In this study since the researcher was involved in educational issues pertaining to the studied institute even before beginning the research he chose the role of 'participant-as-observer'. He adopted the advantages of being 'participant-as-observer' and tried to avoid the incumbent risks.

### **Summary of chapter III**

Chapter III delineated and discussed the methodological considerations that guided the selection of the various research tools employed in the current study and described the use of these tools, and how the collected data was analysed. Also discussed was the fortitude of the research and the researcher's efforts to cope with ethical and other issues that arose during the research.

In sum, the interpretive-qualitative research methodology adopted for this study guided by the principle of a complex and multifaceted construction of a dynamic and context-dependent reality of the individual and society. The adoption of this principle necessitated an understanding of the studied phenomena through the perceptions of those involved in the phenomena; it therefore followed the principles of phenomenological and hermeneutic philosophy underlying the constructivist paradigm, the aspiration for social justice and the call to expose and restrain the mechanisms of power in society underlying the critical paradigm. Additionally the research applied the principle of contextual understanding of differences and openness to inter-gender discourse underlying the post-structuralism approach; and the principle of scepticism, soul searching and openness towards the unique, the one-off, the particular and the different underlying the post-modern perception.

The studied reality was perceived as an aggregation of interactions, which, when joined together, enabled to observe the entire phenomenon, while aspiring to interpret it and, at the same time, represent their reality from the perspective of the respondents (Ben-Yehoshua, 2001), (Mason, 2002).

This chosen research approach reflects a worldview that sees reality as a multi-faceted complex entity. It also allowed the consideration of the views of those involved in the studied phenomena, which was especially important, as the stakeholders' in the youth village, in

previous attempts to change the institution, had not been consulted. This was most suitable for the investigation of an educational institution. Qualitative tools were most suitable to gather appropriate in-depth data to answer the research questions and for pragmatic reasons.

Because the studied organisation is a complex institution and the studied sample was relatively small, we considered qualitative research the best method to gain a general sense of phenomena and to gain better understanding of intentionality and meaning. However, the quantitative approach provide us the 'extra mile', to add validity and reliability to the qualitative findings that might otherwise be of limited fortitude due to the small number of respondents. Using quantitative research tools, such as close-ended questionnaires, was possible to verify and approve or revoke the qualitative interviews findings. The quantitative tool therefore used to provide more data and to reinforce findings from the qualitative tools.

In this research, mixed methods were chose due the purposes of triangulation, complementarity, and enrichment. Mixed-methods research by sequential/or simultaneous data gathering was employed so that data were gathered within an integrated design and triangulation of quantitative and qualitative data were used to confirm and reinforce or reject hypotheses and conclusions relating to the collected data.

Chapter IV presents the findings as they emerged from the various research tools.

## CHAPTER IV: FINDINGS

### Preview

Chapter IV describes the findings obtained from the analysis of the data from the different data-collection tools. The findings presented according to the order in which the data they represent collected. Sub-Chapter 4.1 provides findings from the closed-ended questionnaire in relation to each of the studied variables.

These findings provide the responses of two groups: (1) all levels of managerial staff respondents RSC1...RSC9 and (2) the pupils' parents, respondents RSC10 ... RSC13. Sub-Chapter 4.2 relates to the analysis of responses to the open-ended questionnaire. It is also presents the institution's *high-level* management's answers to the questionnaires.

To facilitate an analysis of the answers, the researcher extrapolated their essence in relation to the studied variables and classified the different respondents accordingly. The researcher produced a personal dossier for each respondent that, upon the conclusion of the process, drawing conclusions on their perceptions regarding the research questions.

An analyses of the answers to the open-ended questions provided by respondents RSC3, RSC4, RSC6, RSC7, RSC8, and RSC9, representing the management, and respondents RSC10, RSC11, RSC12, and RSC13, representing the pupil's parents is presented. The respondents referred to each of the variables in their answers so comprehensive detailed pictures were obtained. Triangulation of the information obtained from both the closed-ended and open-ended questions regarding the same group of variables led to identification of criteria based on both the questionnaires.

By comparing the results of the evaluations of the different variables by various respondents and positioning them on an identical scale. The researcher assumed that it would be possible to determine on the potential of the A. Youth-Village effectively managed as business firm. For the analysis of the open-ended questions in interviews and questionnaires, the questions and answers were collated into an integrated document.

## 4. Research findings

### 4.1 Findings emerging from the closed-ended questionnaire

The final list of studied variables that emerged from the closed-ended questionnaires can be seen in Table 12 below, while the variables that emerged from the open-ended questionnaire can be seen in Table 13 below. Both the closed-ended and open-ended questionnaires investigated to what extent each variable was significant by examining the respondent's personal and professional perceptions of events in the institution, their attitude towards their colleagues.

The researcher made a note next to each of the variables indicating whether the respondent had referred to it. In the course of the research, both open-ended and close-ended questionnaires and interviews elicited subjective responses from the respondents. Three principle reasons led to a respondent's lack of reference to a particular variable: failure to return the questionnaire; failure to answer the question; providing an irrelevant, oblique, or arbitrary answer.

**Table 12: Research variables examined in the closed-ended questionnaires**

Number	Research variables
1.	Professionalism and performance skills
2.	Interpersonal relations and teamwork
3.	Responsibility and identification
4.	Initiative and originality in organisation
5.	Leadership and management
6.	Service awareness and consumer (internal and external) satisfaction
7.	Work satisfaction
8.	Personal creativity rating
9.	Management practice
10.	Attitude to processes of change
11.	Organisational atmosphere
12.	Obstructions to creativity and ways to overcome them
13.	Leadership style – social/democratic vs. authoritarian/task-oriented
14.	Quality management policy, responsibility and authority
15.	Management policy regarding organisational structure and allocation of resources
16.	Efficacy of the quality management systems

**Table 13: Research variables examined in the open-ended questionnaires**

Number	Research variables
17.	Personal change
18.	Personal career improvement
19.	Personal and Professional Development
20.	Personal difficulties
21.	Personal managerial practice
22.	Self-image
23.	Superior-subordinate relations
24.	Attitude to processes of change in management
25.	Attitude to participation in the research
26.	Collective managerial practice
27.	Clarification of attitude toward the research and its possible influence on the youth village
28.	Parent's involvement satisfaction

Table 14 below displays the list of variables that emerged from an integration of the variables from both the closed-ended and open-ended questionnaires, including twenty-eight variables, some of which arose during the course of the research and others, were previously conceived by the researcher. Next to each variable appears the code name for the respondent who referred to it, respondent all respondents were assigned code names from RSC1 up to RSC13. RSC1-RSC9 were members of staff, RSC10-RSC13 were parents.

**Table 14: Distribution of different respondents relating to the variables**

Number	Research variable	Respondents relating to the variable
1.	Professionalism and performance skills	RSC1...RSC13
2.	Interpersonal relations and teamwork	RSC1...RSC13
3.	Responsibility and identification	RSC1...RSC13
4.	Initiative and originality in organisation	RSC1...RSC13
5.	Leadership and management	RSC1...RSC13
6.	Service awareness and (internal and external) consumer satisfaction	RSC1...RSC13
7.	Work satisfaction	RSC1...RSC13
8.	Personal creativity rating	RSC1...RSC13
9.	Collective managerial practice	RSC1...RSC13
10.	Stakeholders' attitude to processes of change	RSC1...RSC13
11.	Organisational atmosphere	RSC1...RSC13

Number	Research variable	Respondents relating to the variable
12.	Obstructions to creativity and ways to overcome them	RSC1...RSC13
13.	Leadership style – social/democratic vs. authoritarian/task-oriented	RSC1...B9
14.	Quality management policy and definition of responsibility and authority	RSC1...RSC13
15.	Management policy regarding organisational structure and allocation of resources	RSC1...B9
16.	Efficacy of quality management	RSC1...RSC13
17.	Personal change	RSC3,RSC6...RSC9,RSC10...RSC13
18.	Personal career improvement	RSC3,RSC6...RSC9,RSC10...RSC13
19.	Personal and professional development	RSC3,RSC6...RSC9,RSC10...RSC13
20.	Personal difficulties	RSC3,RSC6...RSC9,RSC10...RSC13
21.	Personal managerial practice	RSC3,RSC6...RSC9,RSC10...RSC13
22.	Self-image	RSC3,RSC6...RSC9,RSC10...RSC13
23.	Superior-subordinate relations	RSC3,RSC6...RSC9,RSC10...RSC13
24.	Attitude towards processes of change in management	RSC3,RSC6...RSC9,RSC10...RSC13
25.	Attitude toward participation in the research	RSC3,RSC6...RSC9,RSC10...RSC13
26.	Attitude of management-level colleagues parents	RSC3,RSC6...RSC9,RSC10...RSC13
27.	Clarification of attitude to the research	RSC3,RSC6...RSC9,RSC10...RSC13
28.	Parents' Involvement Satisfaction	RSC10...RSC13

Note: certain variables were repeated in both open-ended and closed ended questionnaires for verification.

#### **4.1.1 Staff members' direct superior evaluation**

In Questionnaire 1, the respondent was asked to relate to 42 different statements referring to an evaluation of his direct superior and to rank each statement on a scale of 1 to 5:

Very low – 1, Low – 2, Mediocre – 3, Good – 4, High – 5.

The evaluation of the direct superior provides an indication of the staff member's evaluation of the studied organisation, because of the importance of relationship between employees and supervisors and its effect on the organisational performance.

The statements were divided according to six main issues:

1. Professionalism and performance skills – questions 1-6
2. Interpersonal relations and teamwork – questions 7-10
3. Responsibility and identification – questions 11-18
4. Initiative and originality in organisation – questions 19-28
5. Leadership and management – questions 29-38
6. Service awareness and consumer (external and internal) satisfaction – questions 39-42.

In each sector, the weighted average was calculated by multiplying the number of possible answers (from 0 to 10), depending on the number of respondents in the group answering the questionnaire) by the scale (from 1 to 5). An average mode grade higher than **2.5**, is considered a *high-level of direct Superior* evaluation.

Standard deviations lower than 1 show a very high uniformity of the views of the majority of participants. Deviation values ranging from **1** to **2** mean that the distribution of stock answers to the questionnaire is correct and reasonable, which increases the validity of the participants' responses.

It is essential to test the internal consistency and stability of the questionnaire in order to determine the reliability of the findings. Testing reliability, involves the assessment of the degree of connection between specific questionnaire items and making sure that all the questions actually refer to the same measured variable. There are several methods of testing reliability: we elected to test the internal reliability with Cronbach's alpha. Cronbach's alpha for this questionnaire is 0.79, which is an indication of a *high-level* of reliability.

This questionnaire was developed by the Teachers' College of Education. The college research committee used it for employees and other stakeholders internal to the system.



Analysis of the results for the staff's evaluation of their direct superior are now presented according to the six different issues:

### 1. Direct superior's professionalism and performance skills

**Table 15: Staff members' evaluation of their immediate superior's professionalism and performance skills (Respondents' RSC1-RSC9)**

Item number	Statement	1	2	3	4	5
1	Professional in his area of work	1	2	1	4	1
2	Performs management tasks in a qualitative manner	1	2	2	2	2
3	Performs management tasks in an accurate manner	3	0	3	3	0
4	Provides a unique significant contribution	3	0	2	3	1
5	Able to function in pressure situations	2	1	1	1	4
6	Able to distinguish between the essential and the unessential in allocating the work load between staff	1	3	0	1	4
	<b>Total:</b>	<b>11</b>	<b>8</b>	<b>9</b>	<b>14</b>	<b>12</b>

Table 15 above shows that the majority of the respondents chose levels 1, 4, 5, and 3 to describe their evaluation of the professionalism and performance skills evaluation of their direct superior; the respondents have a good and high evaluation for their direct superior represented by an average mode grade of 3.1, and standard deviation of 1.3.

This seems to indicate that the majority of the respondents agreed that the professional level and output of the staff or their direct superior in the organisation is *slightly high*.

## 2. Direct superior interpersonal relations and teamwork:

**Table 16: Staff members' evaluation of their direct superior's interpersonal relations and teamwork (Respondents' RSC1-RSC9)**

Item number	Statement	1	2	3	4	5
7	Provides caring in work relations between management and workers	1	2	2	1	3
8	Contributes to a good atmosphere between unit workers	3	0	2	4	0
9	Able to integrate and create cooperation with and between workers	2	1	2	2	1
10	Able to accept remarks and criticism from his workers	2	2	0	3	2
	<b>Total:</b>	<b>8</b>	<b>5</b>	<b>6</b>	<b>10</b>	<b>6</b>

The majority of the respondents chose mode levels 3, 4, 5 and 1 to describe their evaluation of their direct superior's interpersonal relations and teamwork; the respondents' evaluation appraisal of their direct superior is good and high, as we can see in the weighted average mode level of 3.1, and standard deviation of 1.4.

This seems to indicate that the level of interpersonal relations among the staff members is *slightly high*.

## 3. Direct superior responsibility and identification:

**Table 17: Staff members' evaluation of their direct superior's responsibility and identification (Respondents' RSC1-RSC9)**

Item number	Statement	1	2	3	4	5
11	Involved and identifies with the unit's goals	2	1	0	3	3
12	Willing to contribute to tasks which are not part of his function	2	1	1	1	4
13	Willing to contribute beyond the regular work hours	1	2	1	0	6
14	Makes sure to maintain full work hours and always appears on time	2	1	1	0	5
15	Accepts responsibility for defects and mistakes	2	1	0	1	5
16	Can be relied upon in times of crisis	2	1	0	1	5
17	Provides support for his workers and promotes their abilities	2	0	1	0	4
18	Involves workers in decision making	2	2	1	2	2
	<b>Total:</b>	<b>15</b>	<b>9</b>	<b>5</b>	<b>8</b>	<b>34</b>

Table 17 above shows that the majority of the respondents chose levels 5, 1, 2 and 4 to describe their evaluation of their direct superior's responsibility and identification; meaning

that they gave respondents gave a high evaluation for these characteristics of their direct superior, since the weighted average mode level is 3.5, and standard deviation of 1.6.

This seems to represent a *slightly high-level* of responsibility and identification in relation to their organisation on the part of the staff members and their subordinates.

#### 4. Direct superior initiative and originality in the organisation

**Table 18: Staff members' evaluation of their direct superior's initiative and originality in the organisation (Respondents' RSC1-RSC9)**

Item number	Statement	1	2	3	4	5
19	Able to implement new ideas	2	1	1	3	2
20	Willing to consider new ideas raised by others	0	2	1	2	4
21	Able to develop new and original solutions and to improve	3	0	1	0	5
22	Level of solutions given to old problems	2	1	0	5	1
23	Makes use of up-to-date professional information and modifies it for the organisation's purposes	2	1	2	3	1
24	Initiates entry into new areas of activity	2	1	0	4	2
25	Willing to accept comments and ideas for improvement	0	2	1	2	4
26	Willing to be open-minded for organisational change	2	1	0	2	4
27	Willing to be open-minded for professional change	2	1	1	1	3
28	Able to promote new ideas raised by his workers	1	3	0	3	2
	<b>Total:</b>	<b>16</b>	<b>13</b>	<b>7</b>	<b>25</b>	<b>28</b>

Table 18 above shows that the majority of the respondents chose levels 1, 3, 4 and 5 to describe their direct superior's use of initiative and originality in organisation; the respondents had a good to high regard for their direct superior as expressed in the average mode grade of 3.4, and standard deviation of 1.4.

This seems to indicate that the staff had a *slightly high* positive perception regarding the organisation's initiative and original thinking.

## 5. Direct superior leadership and management.

**Table 19: Staff members' evaluation of their direct superior's leadership and (Respondents' RSC1-RSC9)**

Item number	Statement	1	2	3	4	5
29	Makes considered and relevant decisions	2	0	2	1	4
30	Promotes workers fairly and professionally	1	1	2	3	1
31	Nurtures the workers' professional, organisational and managerial capability	2	1	1	3	2
32	Provides a personal example for workers	2	2	0	1	4
33	Able to lead and to draw his staff to follow him	1	2	2	3	1
34	Defines tasks and aims clearly for the workers	3	0	2	2	2
35	Provides support and backing for workers	2	1	2	3	1
36	Invests in development and training of workers	3	0	2	2	2
37	Leads his workers to high achievements	1	2	2	1	3
38	Responds well to change and unexpected situations	2	1	2	2	2
	<b>Total:</b>	<b>19</b>	<b>10</b>	<b>17</b>	<b>21</b>	<b>22</b>

Table 19 above shows that the majority of the respondents chose levels 1, 3, 4 and 5 to describe the leadership and management of the direct superior; the respondents have a high regard for their direct superior as we can see in the weighted average mode level 3.2, and standard deviation of 1.3.

The *slightly high* average seems to indicate that, in their opinion, the level of leadership and management in the organisation is high.

## 6. Direct superior's service awareness and consumer satisfaction

**Table 20: Staff members' evaluation of their direct superior's service awareness and consumer satisfaction (Respondents' RSC1-RSC9)**

Item number	Statement	1	2	3	4	5
39	Coordinates well with the consumers	0	2	4	3	0
40	Consumer satisfaction level	1	2	3	2	1
41	Contributes to development of new consumers	1	1	3	3	1
42	Distinguishes between what is significant and insignificant in looking after the organisation's consumers	0	2	1	5	1
	<b>Total:</b>	<b>2</b>	<b>7</b>	<b>11</b>	<b>13</b>	<b>3</b>

Table 20 shows that the majority of the respondents chose levels 2, 3 and 4 to appraise their direct superior's service awareness and consumer satisfaction, i.e., the respondents have a high evaluation of their direct superior.

This means that most of the respondents are pleased with their direct superior, whom they think is good for the organisation as well as for its staff.

This is evidenced by the weighted average mode level of 3.2, and standard deviation of 1. This is to indicate their *slightly high* perception of the level of service awareness and consumer (external and internal) satisfaction in the organisation.

### 4.1.2 Direct contact person evaluation appraisal form (pupils' parents)

For the parents, the parallel variable to the staff's *Immediate Superior* was their *direct Contact Person* who mediated their connection with the organisation. Evaluation of this person could provide an indication of the parent's appraisal of the studied organisation. Tables 21-26 below represent the analysis of the parents' responses to this issue, both in the questionnaires and in the interviews.

In analysing, the parents' responses questionnaires and their attitudes towards the various variables, the researcher took into consideration the fact that the respondents are parents of children studying at the A. Youth-Village and are not part of the A. Youth-Village staff. In the questionnaire, parents were asked to respond to 32 statements relating to their contact person at the A. Youth-Village.

The 32 statements were ranked on a scale of 1 to 5:

Very low – 1, Low – 2, Mediocre – 3, Good – 4, High – 5.

Statements divided into six sets of issues:

1. Professionalism and performance skills: questions 1-5.
2. Interpersonal relations: questions 6-8.
3. Responsibility and identification on the part of the contact person: questions 9-15.
4. Initiative and originality in the school: questions 16-23.
5. Management and leadership: questions 24-28.
6. Service awareness and consumer satisfaction (parents and pupils): questions 29-32.

Analysis of the data revealed the attitude of each of the respondent parents. For this questionnaire, an average mode grade higher than 2.5 was considered as a high parent's evaluation of their *direct Contact Person* and an average mode grade lower than 2.5 was considered as a low parent's evaluation of their *direct Contact Person*.

In this case, standard deviations lower than 1 show a very high uniformity of the views of the majority of participants. Deviation values ranging from 1 to 2 mean that the distribution of stock answers to the questionnaire is valid, which raises the validity of the responses of participants. Cronbach's alpha for this questionnaire was 0.81, which is an indication of the high mode level of reliability.

This questionnaire was developed by the Teachers' College of Education. The college research committee used it for parents and other external educational consumers.

### 1. Direct contact's professionalism and performance skills

**Table 21: Parents' evaluation of their direct contact's professionalism and performance skills (Respondents' RSC10-RSC13)**

Item number	Statement	1	2	3	4	5
1	Professional in his area of work	0	0	2	0	2
2	Performs management tasks in a qualitative manner	0	1	1	0	2
3	Performs management tasks in an accurate manner	0	1	1	1	1
4	Providers a unique significant contribution	0	0	0	3	1
5	Able to function in pressure situations	0	0	2	0	2
	<b>Total:</b>	<b>0</b>	<b>2</b>	<b>6</b>	<b>4</b>	<b>8</b>

Table 21 shows that the majority of the parents chose levels 3, 4 and 5 to evaluate the professionalism and performance skills of direct contact person. The respondents hold their direct superior in very good to very high evaluation, with mode average of 3.9, and standard deviation of 1.1. This mode grade is slightly high, seeming to indicate that the majority of the respondents agree that the professional level and output of the staff in the organisation is *high*.

## 2. Direct contact's interpersonal relations and teamwork

**Table 22: Parents' evaluation of their direct contact's interpersonal relations and teamwork (Respondents' RSC10-RSC13)**

Item number	Statement	1	2	3	4	5
6	Provides caring in work relations between parents to the school staff	0	0	0	3	1
7	Contributes to a good atmosphere between parents to the school staff	0	0	2	2	0
8	Able to accept remarks and criticism from parents	0	1	1	0	2
	<b>Total:</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>5</b>	<b>3</b>

Table 22 shows that the majority of the respondents chose levels 3, 4, and 5 to evaluate the interpersonal relations and teamwork of the contact person, i.e., respondents hold their direct superior in high regard as evidenced by the weighted average mode level of 3.8, and standard deviation of 0.6. This seems to indicate that the level of interpersonal relations among the staff members is *high*.

## 3. Direct contact's responsibility and identification

**Table 23: Parents' evaluation of their direct contact's responsibility and identification (Respondents' RSC10-RSC13)**

Item number	Statement	1	2	3	4	5
9	Involved and identifies with the unit's goals	0	0	2	1	1
10	Willing to contribute to tasks which are not part of his function	0	0	2	0	2
11	Willing to contribute beyond the regular work hours	0	0	2	0	2
12	Accepts responsibility for defects and mistakes	0	0	0	3	1
13	Can be relied upon in times of crisis	0	1	1	2	0
14	Provides support for his workers and promotes their abilities	0	0	2	2	0
15	Involves workers in decision making	0	0	2	0	2
	<b>Total:</b>	<b>0</b>	<b>1</b>	<b>11</b>	<b>8</b>	<b>8</b>

According to the data in Table 23, the majority of the respondents chose levels 3, 4, and 5 to evaluate the responsibility and identification with the organisation of the contact person; i.e., the respondents hold the contact person in high regard, as evidenced by the weighted average mode level of 3.8, and standard deviation of 0.8.

This seems to represent a *high-level* of staff members' responsibility and identification with the organisation.

#### 4. The direct contact's organisational initiative and originality

**Table 24: Parents' evaluation of their direct contact's organisational initiative and originality (Respondents' RSC10-RSC13)**

Item number	Statement	1	2	3	4	5
16	Able to implement new ideas raised by parents	0	0	0	3	1
17	Willing to consider new ideas raised by parents	0	0	2	0	2
18	Able to develop new and original solutions and to improve work towards parents	0	0	2	1	1
19	Makes use of up-to-date professional information and modifies it for the parents and pupils problems	0	0	0	1	3
20	Initiates entry into new areas of activity with due parents involvement	0	0	1	1	2
21	Willing to accept comments and ideas for improvement from parents	0	1	1	1	1
22	Willing to be open-minded for a new professional change raised by parents	0	0	1	1	2
23	Able to promote new ideas raised by the pupils' parents	0	1	1	1	1
	<b>Total:</b>	<b>0</b>	<b>2</b>	<b>8</b>	<b>9</b>	<b>13</b>

According to Table 24, the majority of the respondents chose levels 3, 4, and 5 to evaluate their direct contact's initiative and originality in organisation, i.e. The respondents have a very good to a very high evaluation of the contact person, evidenced by the weighted average mode level of 4, and standard deviation of 0.9. This seems to represent the parents' *high-level* positive perception regarding the organisation's initiative and original thinking.

#### 5. The direct contact's leadership and management

**Table 25: Parents' evaluation of their direct contact's leadership and management (respondents' RSC10-RSC13)**

Item number	Statement	1	2	3	4	5
24	Makes considered and relevant decisions	0	0	2	1	2
25	Provides a personal example for workers	0	0	0	2	2
26	Able to lead and to draw his staff to follow him	0	0	0	2	2
27	Provides support and backing for workers	0	0	0	3	1
28	Responds well to change and unexpected situations	0	0	2	2	0
	<b>Total:</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>10</b>	<b>7</b>

According to the data in Table 25 the majority of the respondents chose levels 3, 4, and 5 to describe the leadership and management of the direct superior, i.e. the respondents have an outstandingly high evaluation of the A. Youth-Village contact person, evidenced by the weighted average mode level of 4.2, and standard deviation of 0.7. The high average seems to represent that, in their opinion, the level of leadership and management in the organisation is *slightly excellent*.



## 6. The direct contact's service awareness and consumer satisfaction

**Table 26: Parents' evaluation of their direct contact's service awareness and consumer satisfaction (respondents' RSC10-RSC13)**

Item number	Statement	1	2	3	4	5
29	Coordinates level due pupils and parents	0	0	0	2	2
30	pupils and parents satisfaction level	0	0	2	0	2
31	Contributes to bring new pupils	0	0	0	0	2
32	Distinguishes between significant and insignificant in looking after pupils and parents	0	0	2	1	1
	<b>Total:</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>3</b>	<b>7</b>

According to the data in Table 26 the majority of the respondents chose levels 3, 4 and 5 to describe the service awareness and consumer satisfaction of the A. Youth-Village contact person, i.e., the respondents have a high evaluation of their direct superior.

In summary, most of the respondents expressed their satisfaction concerning their direct superior, a fact that is very appropriate both for the organisation and for the respondents. The weighted average mode level of 4.2 and standard deviation of 0.8 provide evidence for this state of affairs.

That seems to indicate their perception of the level of service awareness and consumer (external and internal) satisfaction to be *slightly excellent*.

### 4.1.3 Staff members' work satisfaction

Questionnaire 2 required the respondents to relate to 18 statements describing their attitudes concerning their work.

The appraisal of work satisfaction was obtained by inverting some of the answers, a method whereby the answers to items 3, 4, 6, 8, 10, 11, 14, 16, and 18 are inverted to ensure veracity of the answers; (e.g. if the answer to item 3 is 4, then it is converted to 2).

In this case, standard deviations lower than 1 show a very high uniformity of the views of the majority of participants.

Deviation values ranging from 1 to 2 mean that the distribution of stock answers to the questionnaire is valid, which increases the validity of the participants' responses. Cronbach's alpha for this questionnaire is 0.89, indicating a *high-level* of reliability.

Table 27 below presents the analysis of the staff's responses to these questions:

**Table 27: Staff appraisal of their work satisfaction level  
(Respondents RSC1-RSC9)**

Item number	Statement	1	2	3	4	5
1	Work is like a pastime for me	2	2	2	3	0
2	My work is usually sufficiently interesting and does not bore me	0	0	0	4	5
3	My colleagues at work seem to enjoy themselves more than me	0	0	3	4	2
4	I relate to my work as something which is not very pleasant	0	0	0	4	5
5	I enjoy my work more than my free time	1	2	2	2	2
6	I'm usually bored at work	0	0	0	4	5
7	I am satisfied with my work	0	0	0	7	2
8	Most of the time I have to force myself to go to work	0	0	0	1	8
9	For the moment it could be said that I am satisfied with my work	0	0	0	4	5
10	I think my work is no more interesting than other Work that I could get	0	0	3	4	2
11	It is clear to me that I do not like my work	0	0	0	3	6
12	I am happier at work than most of those around me	0	0	2	6	1
13	Most of the time I'm enthusiastic about my work	0	0	1	8	0
14	Every day at work seems interminable	0	2	0	3	4
15	In my opinion I like my work more than the average worker	0	0	3	4	2
16	My work is uninteresting	0	0	0	3	6
17	I get real pleasure from my work	0	1	0	7	1
18	I'm disappointed that I ever chose this work	0	0	0	3	6
<b>Total:</b>		<b>3</b>	<b>7</b>	<b>16</b>	<b>74</b>	<b>62</b>

According to the data in Table 27, the majority of the respondents chose levels 5, 4 and 3 to describe their work satisfaction; i.e., respondents have a *high-level* of work satisfaction, which is very good both for the organisation as well as for the respondents.

The average mode level is 3.7, and standard deviation of 0.1. This seems to indicate a *high-level* of work satisfaction in the organisation.

#### 4.1.4 Parent's involvement satisfaction

In parallel to the staff's perception of their work satisfaction, the researcher investigated the parents' level of satisfaction regarding their involvement in the studied organisation. The questionnaire is an extension of one by Ruthi Brayfield (1951), translated by Dr' Ohala Avinir of the *Shipour* Institute for personal and professional development. In questionnaire 2, the parents were asked to relate to 18 statements describing their attitudes to their involvement in

A. Youth-Village affairs on a scale of 1-5 where: 1 - Completely disagree, 2 - Disagree, 3 - Undecided, 4 - Agree, 5 - Completely agree.

In this case, standard deviations lower than 1 show a very high uniformity of the views of the majority of participants. Deviation values ranging from 1 to 2 mean that the distribution of stock answers to the questionnaire is valid, which increases the validity of the participants' responses. Cronbach's alpha for this questionnaire is 0.99, which is an indication of a very *high-level* of reliability.

**Table 28: Parent's appraisal of their satisfaction regarding their involvement in the organisation (Respondents' RSC10-RSC13)**

Item	Statement	1	2	3	4	5
1	Involvement in the school is like a pastime for me	0	2	1	1	0
2	My involvement usually sufficiently interesting and does not bore me	0	0	0	4	0
3	Other parent's colleagues at work seem to enjoy themselves more than me	0	2	0	0	0
4	I relate to my involvement in the school as something, which is not very pleasant	0	0	0	4	0
5	I enjoy involvement in the school more than my free time	0	1	1	2	0
6	I'm usually bored at parents meetings at school	0	0	0	2	2
7	I am satisfied with my involvement in the school	0	0	0	4	0
8	Most of the time I have to force myself to go to parents meetings	0	0	0	2	2
9	For the moment it could be said that I am satisfied with my involvement in school	0	0	0	4	0
10	I think my involvement in school is no more interesting than other work that I could get	0	1	0	2	1
11	It is clear to me that I do not like my involvement in school	0	0	0	1	3
12	I am happier at work than most of those around me	0	0	0	4	0
13	Most of the time I'm enthusiastic about my involvement in school	0	0	0	4	0
14	Every parents meeting seems interminable	0	0	0	3	1
15	In my opinion I like my involvement more than The average worker	0	0	1	3	0
16	My involvement in the school is uninteresting	0	0	0	3	5
17	I get real pleasure from involvement in school	0	0	0	4	0
18	disappointed that I ever chose to be involved in school	0	0	0	2	2
<b>Total:</b>		<b>0</b>	<b>6</b>	<b>3</b>	<b>49</b>	<b>16</b>

Parents' level of satisfaction concerning their involvement was detected by inverting some of the answers and adding them up, resulting in a total of between 18 and 90. A higher mode grade given by the respondent indicates a higher level of involvement.

The data in Table 28 above show that the majority of the respondents chose levels 5, 4 and 3 to evaluate their involvement satisfaction, i.e., the respondents enjoy a very *high-level* of satisfaction, which is very good for the organisation as well as for the respondents.

This is evidenced by the weighted average mode level, which was 3.5, and standard deviation of 0.2. This indicates a *high-level* of satisfaction regarding their involvement in the organisation.

#### **4.1.5 Personal creativity rating**

In questionnaire 3, the respondents were asked to relate to 17 statements describing their level of creativity. The questionnaire, prepared by *Shipour* Institute was adapted in part by *Shipour* specifically for the research, asks respondents to rate the statements as they relate to them on a scale of 1 to 3.

When assessing grades given for this questionnaire, standard deviation lower than 0.5 shows very high uniformity of the views of the majority of participants. Deviation values ranging from 0.5 to 1 mean that the distribution of stock answers to the questionnaire is valid, which increases the validity of the participants' response. Cronbach's alpha for this questionnaire is 0.89, indicating a *high-level* of reliability.

**Table 29: Self-evaluations of own personal creativity by staff members and parents'**  
**(Respondents' RSC1-RSC13)**

<b>Item number</b>	<b>Question</b>	<b>1</b>	<b>2</b>	<b>3</b>
1	Are you inquisitive?	0	4	9
2	Do you try to find an opportunity to solve problems	0	4	9
3	Do you invest time in sharpening your goals and in examining your plans?	1	3	7
4	Do you check mistaken assumptions or prejudices, And doubt their correctness?	5	3	5
5	Do you identify new and different trends in the employment market, e.g. technological changes, government policies, new regulations?	0	7	6
6	Do you tend to make connections between different fields?	1	8	4
7	Are you inclined to take risks?	3	6	4
8	Do you rely on your own intuition? On guesses and internal inspirations?	0	5	8
9	Do you tend to simplify and restrict by seeing the comprehensive picture?	1	4	8
10	Are you able to promote your ideas and to enlist support? For them?	0	7	6
11	Do you usually think ahead, more for the long-term than your colleagues do?	2	5	6
12	Do you enlist resources and information in order to support your ideas?	5	4	4
13	Do you support new ideas of others and of your subordinates?	0	6	6
14	Do you share your ideas with others?	0	6	7
15	Are there people, who advise you and from whom you receive feedback regarding your ideas?	0	6	7
16	Are you fascinated by the future? Do you read futuristic books or science fiction?	5	6	0
17	Do you believe that you are a creative thinker and that you usually have good ideas?	2	6	5
	<b>Total:</b>	<b>25</b>	<b>90</b>	<b>101</b>

The data in Table 29 above shows that the majority of the respondents chose levels 3 and 2 in rating their creativity. The respondents have a very high perception of their level of creativity;

this is very good for the organisation as well as for the respondents, evidenced by the weighted average mode level of 2.1 in a three-point scale, and standard deviation of 0.3. This indicates that, in their opinion, their level of creativity is *slightly high*.

#### **4.1.6 Management style**

In questionnaire 4, each respondent was asked to relate to 16 statements describing the management style of the person with whom he would least like to work. This person could be someone from the organisation itself, someone with whom the respondent works at present, or a person who used to work at the organisation.

It did not have to be a person the respondent least likes, although it should be someone with whom the respondent has had the most difficulty in carrying out his work. The 16 statements were ranked by the respondent on a scale of one (most negative ranking), to eight (most positive ranking).

In this case, standard deviations lower than 1 show a very high uniformity of the views of the majority of participants. Deviation values ranging from 3 to 4 mean that the distribution of stock answers to the questionnaire is valid, which increases the validity of the participants' responses. Cronbach's alpha for this questionnaire is 0.94, indicating a very *high-level* of reliability.

The maximum obtainable mode grade in this questionnaire, after inverting the answers, is 1664 (sixteen statements multiplied by thirteen respondents multiplied by eight different grades), equivalent to 100%. This questionnaire was developed at the Bar-Ilan University School of Education.

In order to interpret the results of the questionnaire, the answers must be inverted according to the following rule of thumb: 1=8, 2=7, 3=6, 4=5, 5=4, 6=3, 7=2, and 8=1.

**Table 30: Evaluations by staff members and parents of management practice  
(Respondents' RSC1-RSC13)**

Item number	Statement	1	2	3	4	5	6	7	8	Number of respondents
1	Unpleasant / Pleasant	2	1	1	2	4	2	1	0	13
2	Unfriendly / Friendly	1	1	1	1	2	3	3	1	13
3	Accepted / Rejected	1	0	0	0	5	4	2	1	13
4	Helpful / Frustrating	0	0	1	1	4	4	2	1	13
5	Enthusiastic / Unenthusiastic	1	0	2	5	2	2	1	0	13
6	Calm / Tense	0	0	4	6	1	2	0	0	13
7	Close / Distant	0	2	0	0	4	4	3	0	13
8	Warm / Cold	1	1	0	3	5	2	1	0	13
9	Cooperative / Uncooperative	0	0	1	3	2	5	0	2	13
10	Supportive / Hostile	0	1	1	1	5	3	1	1	13
11	Interesting / Boring	2	2	1	6	1	0	1	0	13
12	Integrates well / Quarrelsome	2	0	1	1	3	4	2	0	13
13	Bold / Hesitant	0	0	0	4	0	4	4	1	13
14	Efficient / Inefficient	1	0	0	1	3	5	2	1	13
15	Happy / Miserable	1	0	0	2	3	4	3	0	13
16	Overt / Defensive	0	0	0	1	2	3	5	2	13
	<b>Total:</b>	<b>12</b>	<b>8</b>	<b>13</b>	<b>37</b>	<b>46</b>	<b>51</b>	<b>31</b>	<b>10</b>	

According to the data in Table 30 above, the majority of the respondents, parents and staff, chose levels: 4, 5, 6 and 7, marked in yellow, to describe the management style of the person they would least like to work with. All of the respondents perceive this person's management style as friendly, helpful, warm, close, supportive, interesting, well integrated, and happy; this is very good for the organisation as well as for the respective staff.

We can see that the respondents gave a weighted average mode grade of 5 on an 8 point scale and standard deviation of 0.6.

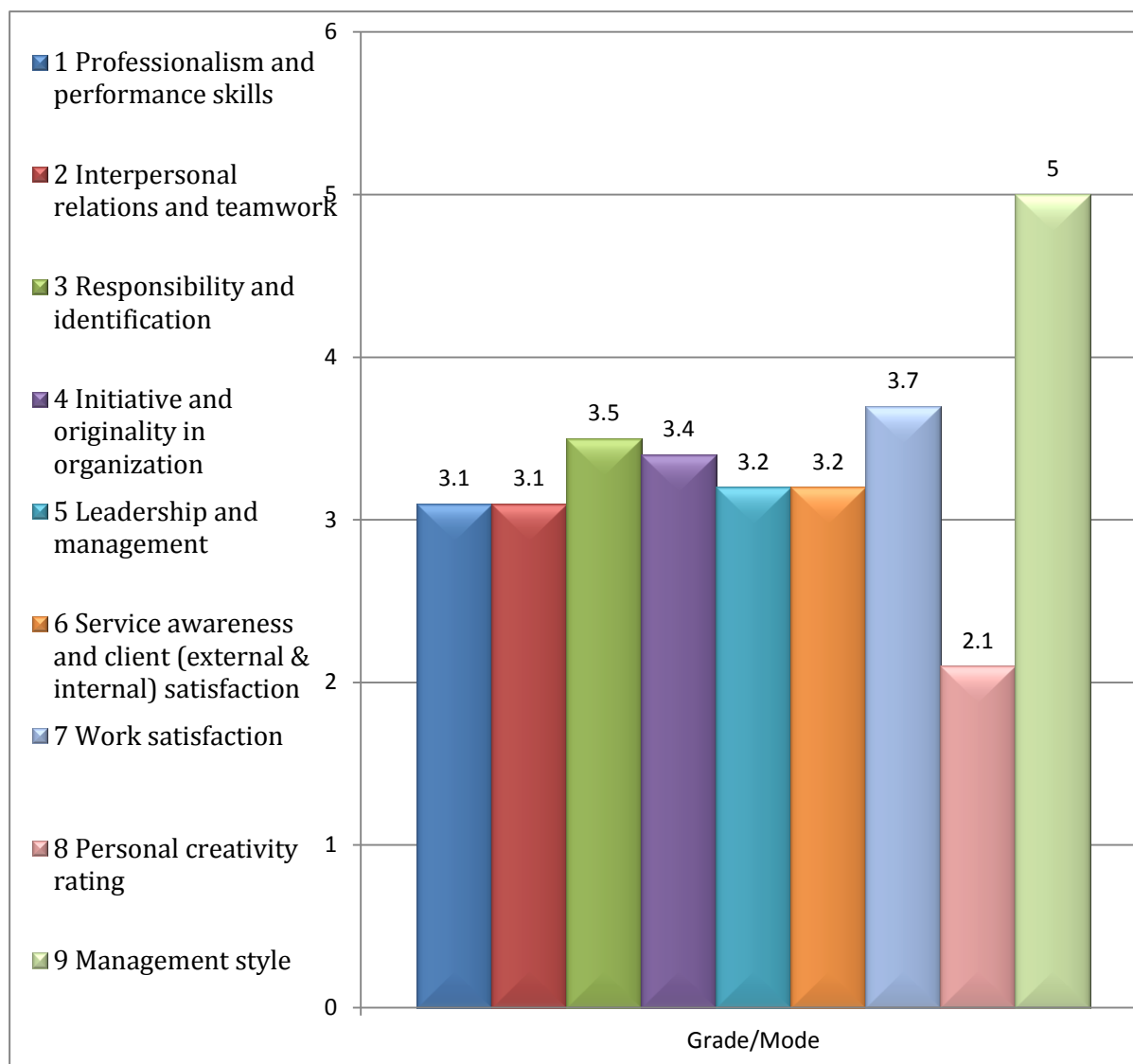
This *slightly high* average indicates that respondents were satisfied with their colleagues' organisation management style.

#### 4.1.7 Summary of the findings emerging from the first six questionnaires

The following graphs summarize the findings that emerged from the first six questionnaires.

Graph 1 below shows averages of all mode grades given by the management staff members for the variables tested in the first six questionnaires.

**Graph 1: Management staff members' average mode grades of mode for variables tested in Questionnaires 1-6**

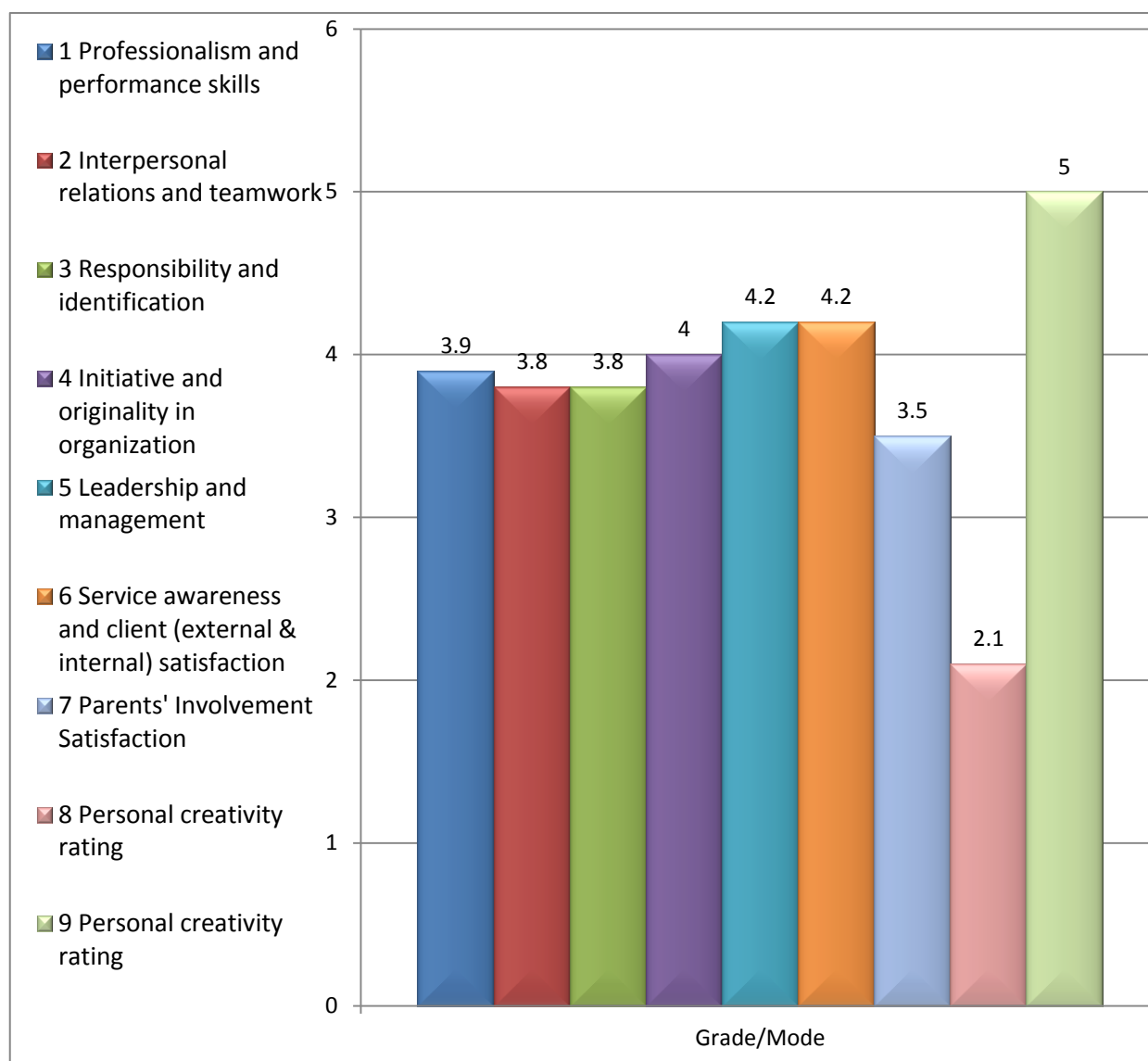


In Graph 1 above, the coloured columns provide an indication of the general perception mode of staff toward these administrative issues. The variables relate to personal managerial and some professional characteristics, but they are all part of management. In this point, we can assume that there is some connection between upper six variables getting higher/lower average scores to the employees' perceptions on these variables. Variables that were given lower scores tend to indicate areas that need more attention, improvement and upgrading than variables with higher score.



Graph 2 below shows the averages of all mode grades given by the pupil's parents for the variables tested in the first 6 questionnaires.

**Graph 2: Parents' average mode grades of mode for variables tested in Questionnaires 1-6**



Graph 2 above shows the average mode grades obtained for each variable.

The coloured columns provide an indication of the general perception of staff toward these administrative issues. The variables relate to personal managerial and some professional characteristics, but they are all part of management. As noted with regard to Graph 1, we may say that variables that were given higher average scores need less attention and improvement, or at least they are less urgent. In contrast, variables that were given lower scores tend to indicate areas that need more attention and improvement or upgrading.

#### 4.1.8 Attitude to Processes of Change

In questionnaire, 5 staff and parents' were asked whether they agreed or disagreed with the statements, thereby defining their attitude to processes of change. The questionnaire contained fifty statements, for each of which the subjects were asked to mark either "*disagree*", having a value of zero, or "*agree*", having a value of one. The maximum value of the totalled answers is fifty, multiplied by the number of subjects (13), with any grade above twenty five been positive, indicating that the subject is interested in promoting changes in the organisation. The highest number of answers can be  $50 \text{ (questions)} * 13 \text{ (subjects)} = 650$ ; divided between 381 who agree and 269 who disagree. Cronbach's alpha for this questionnaire is 0.88, indicating a *high-level* of reliability.

**Table 31: Thoughts about for processes of change  
(Respondents RSC1-RSC13)**

Number	Statement	0	1
1	Perhaps we'll do that next year, we'll have time to prepare	7	6
2	What new ideas can you suggest?	2	11
3	There's no need to make changes, everything is fine	10	3
4	Where can I find more information on the subject?	1	12
5	We don't usually do that in our organisation	7	6
6	I am not sure what you mean by positive change/ negative change	8	5
7	I don't need any information on the subject, I've made up my mind	10	3
8	I don't think I've understood what change is and why it is needed	11	2
9	I'm don't know much on the subject of change, maybe we'll bring in an expert	2	11
10	I'm always looking for new ideas for improvement	1	12
11	Can you help me with an idea that I am working on?	1	12
12	Can you help me with some ideas that I have?	2	11
13	Can I raise some queries and inspect the process?	0	13
14	Can I ask some questions before it is decided?	0	13
15	Are you sure that the change won't destroy the organisation?	6	7
16	There are some things that we might be able to change	0	13
17	We can change certain things without been harmed	4	9
18	Our organisation is too small, it's a pity to waste the effort	9	4
19	It would be nice if someone would explain what's going on here	1	12
20	Is the change essential in the present reality?	5	8
21	It will surely cost a tremendous amount, who can afford a budget for changes right now	12	1
22	It's impossible to perform, it's been tried and failed in the past	10	3
23	It will use up too much time that we don't have available	13	0

Number	Statement	0	1
24	It doesn't seem at all important to me to invest time and money in it	10	3
25	It's not my job to have an opinion on the subject, I don't deal with changes	11	2
26	It's a stupid and illogical idea certainly not for here and now	11	2
27	I'm happy where I am, I don't need changes at the moment	13	0
28	I have several ideas on the subject, perhaps you'd find it worthwhile to listen to me too	0	13
29	I've already decided I'm against any changes at present	13	0
30	Any change is the detriment of the workers, however you look at it	13	0
31	At present we don't have time for changes we're pressed for time and budget	13	0
32	Changes should not be done like this, other proposals and options should be examined	7	6
33	In light of the new information I've changed my mind and I object to any changes	5	8
34	What do mean exactly when you refer to change?	2	11
35	Why do we always do everything in this way? Why is there no prior planning?	2	11
36	For whom is the change intended? The workers, the management? On the other hand, for the organisation's clients?	4	9
37	Who has other suggestions on the subject? Perhaps it would be worthwhile to hold a discussion on the subject.	1	12
38	Who else has a proposal for change?	0	13
39	Before we make a final decision, let us go over all the options.	0	13
40	What else could be influenced by the change?	1	12
41	What have we missed in the process? Maybe it would be worthwhile to do some renewed thinking.	1	12
42	Who leads the process? People inside or outside of the organisation?	2	11
43	Who else is involved in the process? Is there an outside adviser?	0	13
44	We've already tried this in the past, and it didn't always work	5	8
45	Everything would have been alright even without the suggested change	13	0
46	Let's set up a committee and not be too hasty in making decisions that we'll afterwards regret	5	8
47	It's a big responsibility to perform this at present	5	8
48	I suggest that we find out whether the change has already been performed in similar institutions	4	9
49	Sometimes, when a change is performed, calculated risks must be taken	0	13
50	Its desirable to suit change to the organisation and not the opposite	6	7
<b>Total:</b>		<b>269</b>	<b>381</b>

Table Implication: The majority of the subjects agreed with the descriptions concerning attitudes to processes of change: 381 (58.6%). The remaining subjects: 269 (41.4%) disagreed. Therefore, most of the subjects perceive their attitude to processes of change as positive; beneficial both for the organisation as well as for the respective subjects.

#### 4.1.9 Organisational atmosphere

Questionnaire 6 was an extended questionnaire based on that developed by *Shipour*, and aimed at examining the organisational climate of schools according to the model of Halpin and Croft (1963). The respondents were asked to either agree (1) or disagree (0) with 37 statements representing criteria relating to organisational climate. The higher the result, the more the respondent is convinced that the organisational climate is open, the staff members feel good, and management is responsive rather than authoritarian. The lower the result, the more the respondent feels the organisational climate is closed, managers dictate orders and instructions without conferring with the staff; staff members are stressed and afraid, and there is no teamwork. The highest possible number of answers was  $37 \text{ (questions)} \times 13 \text{ (respondents)} = 481$ : this was divided into  $223$  who disagreed and  $258$  who agreed with the statements. Cronbach's alpha for this questionnaire is 0.78, indicating a slightly *high-level* of reliability.

**Table 32: Staff and parents' assessments of the youth village's organisational atmosphere (Respondents' RSC1-RSC13)**

Item number	Statement	0	1
1	The organisation puts emphasis on the worker's productivity	8	5
2	The organisation is managed in an authoritarian manner	9	4
3	There is a distance between workers in the organisation	6	7
4	The organisation is managed too rigidly	13	0
5	The work in the organisation is managed according to a pre-planned daily timetable	4	9
6	There is alienation of the managers from the workers	10	3
7	The organisational meetings are long and ineffective	12	1
8	There is much bureaucracy in the organisation but it is necessary	5	8
9	Lack of identification and affinity of workers with the organisation	9	4
10	There is no mutual assistance between the workers	11	2

Item number	Statement	0	1
11	The workers help one another a lot and significantly	6	7
12	There is professional assistance, direction and tuition within the organisation	2	11
13	Both managers and workers provide a personal example	2	11
14	The workers contribute more than is demanded from them	5	8
15	The workers in the organisation participate in social activity	9	4
16	There is mutual commitment of the worker to the organisation and of the organisation to the worker	5	8
17	The workers generally feel good in the organisation	3	10
18	The management is not authoritarian but friendly, involved and committed	2	11
19	The management imposes orders and there is a lack of staff work	12	1
20	There is a closeness between the workers	3	10
21	There are social relationships between the management and workers	4	9
22	There is competitiveness between the workers in the organisation	9	4
23	The organisations' workers tend to share information between them	4	9
24	Behavioural norms are constructed in the organisation	2	11
25	There is a positive staff spirit in the organisation	2	11
26	The managers in the organisation usually exploit disagreements in the organisation for the development of creative solutions to old/new problems	7	6
27	The organisation sometimes operates under pressures of time, place and budget	6	7
28	There are managerial activities which take place in the organisation even in situations of disagreement between management and workers	5	8
29	The workers in the organisation usually express their opinions clearly and directly in discussions	3	10
30	A comfortable atmosphere is usually maintained during meetings	3	10

<b>Item number</b>	<b>Statement</b>	<b>0</b>	<b>1</b>
31	Impressions are usually verified before decisions are made in the organisation	6	7
32	The organisation encourages workers and managers to suggest changes and improvements	2	11
33	Brainstorming is usually carried out in the organisation in order to create a reservoir of creative ideas	6	7
34	Simulations of role-playing are usually conducted in the organisation in order to allow staff to cope with a specific reality	11	2
35	Reflective thinking for the solution of problems is usual practice in the organisation	8	5
36	Processes of nurture for both workers and managers can be found in the organisation	4	9
37	There is no double moral standard in the organisation	5	8
	<b>Total:</b>	<b>223</b>	<b>258</b>

Data shown in Table 32 above indicates that the majority of the respondents, 258 (53.6%), chose to agree with the descriptions of organisational climate; the remainder, while 223 (46.4%) disagreed.

As most of the respondents perceive the organisational climate as good; the staff feel good; there is a high degree of social cohesion, and management is caring and responsive, as opposed to authoritarian, this perception can either be accepted or criticised.

The fact that the difference between agreement and disagreement to statements is only 7.2% seems to mean that the implications cannot be very concrete.

Nevertheless, the level of disagreement indicates that this situation is problematic and points up that the atmosphere in the organisation is inconsistent and not felt to be positive by all staff.

#### **4.1.10 Obstacles to creativity and ways to overcome those obstacles**

Questionnaire 7 was an expanded version of a basic questionnaire aimed at examining obstacles hindering creativity and ways in which they could be overcome. The questionnaire contains 20 statements, presenting situations to which respondent might be exposed during the course of their work and examines both obstacles hindering creativity and ways that the respondent chose to overcome them.

The respondent either agrees with the statement (1) or disagrees with it (0).

The questionnaire examined three aspects relating to obstructions to creativity: negative attitudes, unrelenting pressure, and the belief that one is not creative. Nine of the statements (highlighted in yellow) define the above three causes of repressed creativity and 11 (highlighted in blue) represent ways to overcome these obstacles.

The respondent does not see the colours, incorporated only for analysis of responses to the questionnaire.

The maximum total score that a respondent could reach was 20. Results higher than ten indicate that the respondent is able to overcome obstacles and pursue creativity, while results lower than ten indicate that the respondent is unable to overcome them.

The highest possible number of answers was 20 (questions) x 13 (respondents) = 260; this included 104 responses who disagreed and 156 responses who agreed with the statements.

Cronbach's alpha for this questionnaire is 0.9, indicating a very *high-level* of reliability.

**Table 33: Staff and parents' assessments of obstacles to creativity and ways to overcome them (Respondents' RSC1-RSC13)**

Item number	Statement	0	1
1	I usually express a positive opinion with regard to any new idea that is brought to me	3	10
2	I always try to coordinate opinions with new ideas which are brought to me	4	9
3	Identification of my fear of failure with new ideas is perpetual	12	1
4	I prefer to go according to the rules without any shortcuts	5	8
5	I usually make assumptions before I accept or reject any change	4	9
6	In work such as mine decisions must continually be made under pressure of time	5	8
7	I make the choice of operating according to the risk-taking technique	7	6
8	An uneven work load is not permanent in my place of work	5	8
9	It is possible to consider breaking the rules if this is necessary	4	9
10	I am used to relying on logic and not on emotion	7	6
11	A creative climate is inborn and therefore exists in all people	8	5
12	There is no such thing as creativity, when there is a need then one acts	13	0
13	I sometimes act emotionally with no connection to logic	5	8
14	A creative atmosphere can be learnt and developed by the individual himself	0	13
15	I tend to make decisions to accept or reject a change after researching the subject	3	10
16	Creativity is an innate characteristic and you cannot therefore learn to be creative	12	1
17	Creativity is important for all work and especially in my work	0	13
18	My colleagues creativity in their work helps in solving new problems	1	12
19	A certain sort of risk must sometimes be taken when you want to change something	0	13
20	Creativity without continuous planning does not always bring about the requested results	6	7
	<b>Total:</b>	<b>104</b>	<b>156</b>
	<b>Total yellow:</b>	<b>67</b>	<b>50</b>
	<b>Total blue:</b>	<b>37</b>	<b>106</b>



An analysis of the results displayed in Table 33 above reveals that the majority of the respondents did not agree that there were obstacles hindering creativity (total yellow=67); only fifty agreed. Others agreed with the ways described in removing obstacles (total =106); only thirty-seven disagreed. In other words, most of the respondents,  $67+106=173$ , (66.5%), indicated a minimum of obstacles hindering creativity and claimed that they had the will and the power to overcome them. Others, 87 (33.5%), felt that their creativity was hindered in some way and that they needed help to overcome this hindrance. This situation is slightly problematic since the data indicate that a third of the respondents feel that there are obstacles hindering their creativity.

#### 4.1.11 Leadership style - social/democratic vs. authoritarian/task-oriented

While Questionnaire 1 related to different aspects of the management abilities of the respondent's direct superior (such as their responsibility, ability for teamwork etc.), Questionnaire 8 was an expanded version of a mini-questionnaire exploring the management style of the respondent's direct superior by investigating the respondent's attitude to 20 statements.

Half the statements referred to an authoritarian/task-oriented leader (marked in odd numbers). The other half of the statements referred to a social/democratic leader (marked in even numbers).

The highest possible number of answers was 20 (questions) x 9 (respondents) =180; with a division between 58 responses who disagree and 122 responses who agreed. Cronbach's alpha for this questionnaire is 0.95, indicating a very *high-level* of reliability.

**Table 34: Staff assessments of leadership styles of their direct superior social/democratic- authoritarian/functional (Respondents' RSC1-RSC9)**

Item number	Statement	0	1
1	Determines the policy for the unit and the subordinate workers	1	8
2	Acts to create a comfortable atmosphere in the unit	7	2
3	Gives orders and directives	1	8
4	Coordinates between the workers subordinate to him	7	2
5	Emphasises the importance of the organisation's tasks	2	7
6	Deliberates and solves problems with the assistance of dialogues and group discussions	3	6

Item number	Statement	0	1
7	Raises ideas and promotes his subordinate workers according to the organisational goals	3	6
8	Stresses the human factor in the unit	7	2
9	Dictates the activities of his subordinate workers	3	6
10	Directs his activities towards his workers	6	3
11	Collects professional information and transmits it to his workers	3	6
12	Make sure to maintain and put an emphasis on the satisfaction of his workers	6	3
13	Centralises authority, makes decisions alone and is decisive	3	6
14	Distributes responsibility and delegates authority to his workers	6	3
15	Directs his workers' activities to the unit's goal	1	8
16	Cooperates with his workers in determining the goals and aims of the unit	7	2
17	Takes initiative and promotes projects	5	4
18	Involves and updates his workers with regard to everything that happens in the unit and the organisation	5	4
19	Able to hurt others and to push them into marginal positions	3	6
20	Respects proposals, initiatives and new ideals for improvement which are raised by others	4	5
	<b>Total odd:</b>	<b>25</b>	<b>65</b>
	<b>Total even:</b>	<b>57</b>	<b>32</b>

The results shown in Table 34 above reveal that the majority of the respondents agreed with the description of their direct superior's management style as authoritarian/task-oriented (**total yellow=65**), twenty-five disagreed.

Others chose to disagree with the description of their direct superior's management style as social/democratic (**total =57**), thirty-two agreed.

In other words, most of the answers, **65+57=122** (67.8%) of the respondents indicated that their direct superior's management style was authoritarian/task-oriented and not social/democratic, while the remaining others, **58** (32.2%), disagreed. This situation is problematic and seems to indicate that the leadership is conservative and out-dated.

#### 4.1.12 Quality management policy, responsibility and authority

Questionnaire 9 seeks to examine quality management level. It consists of thirteen questions; with answers, yes either (1) or *no* (0). Most of the number answers can be 13 (questions) x 13 (respondents) = 169; a division of 90 disagreeing and 79 agreeing. Cronbach's alpha for this questionnaire is 0.81, indicating a *high-level* of reliability.

**Table 35: Staff and parents assessments of quality management Policy and definition of responsibility and authority (Respondents' RSC1-RSC13)**

Item number	Question	0	1
1	Has the organisation's management, who is responsible for operation, defined its quality policy, including the aspiration for quality on the level of instruction, its consideration of and commitment to the level of quality, and accepted this policy according to the regular processes of the organisation?	7	6
2	Was the definition of quality policy registered in the organisation's documentation, while expressing the organisational goals in the field of quality management and process control in the organisation?	11	2
3	Is the policy fitting for the organisation's goals, expectations, and needs of the consumers?	5	8
4	Has the management of the organisation promised to construct, implement, and maintain this policy at all levels of the organisation?	9	4
5	Has the organisation's management promised that quality management activity will be integrated in all the organisation's activities, while emphasising the correct operation of each component of the organisation, including direction and training of the workers, and their supervision?	6	7
6	Did the organisation's management of the areas of responsibility, authority, make a definition and mutual relations, between all of those who is area of activity influences quality and was this registered in the organisation's documentation?	9	4
7	At the time that these definitions were determined, were workers appointed for whom organisational independence and authority was needed, as follows:	8	5
8	To instigate activities for the prevention of events on the subject of violence?	4	9
9	To identify and register every problem concerning the quality management system and in the educational and other processes in the organisation	10	3
10	To initiate, recommend or provide solutions for the reduction of involvement in violent educational events and/also in other educational events within the normal framework of the organisation?	4	9
11	To verify the implementation of the solutions?	7	6
12	To supervise the continuation of the process until the unwanted educational event is corrected	5	8
13	To carry out training and periodic courses for the work staff: teachers, managerial staff and others	5	8
<b>Total:</b>		<b>90</b>	<b>79</b>

The data shown in Table 35 above indicate that the majority of the respondents, 90 (53.3%), chose *no* (0) for an answer, while the remainder, 79 (46.7%), chose to agree to the statements. In other words, slightly more respondents, (90-79=11), perceived that there was a lack of quality management policy and insufficient definition of responsibility and authority in the organisation; a significant finding requiring particular attention.

#### 4.1.13 Management policy

Questionnaire 10 aimed to examine management policy regarding the organisational structure and the allocation of resources within the organisation. The questionnaire included 12 questions, to which the respondent was required to answer *yes* (1) or *no* (0). The questions referred to tasks that if carried out in full, would characterise a modern system with a sound organisational structure and with resources allocated in accordance with the needs of the organisation. If these tasks were not carried out, the conclusion is that management has no policy, no attention given to the organisational structure, and resource allocation is fundamentally deficient. The maximum number of answers was 12 (questions) x 9 (respondents) = 108; this was divided into 35 disagreeing and 73 agreeing with the statements. Cronbach's alpha for this questionnaire is 0.97, indicating a very *high-level* of reliability.

**Table 36: Staff assessments of management policy regarding organisational structure and allocation of resources (Respondents' RSC1-RSC9)**

Item number	Question	0	1
1.	Has the structure of the quality system been defined by the management of the organisation in regulations, orders and instructions?	2	7
2.	Did the management of the organisation prepare a flow chart of the above-mentioned organisational structure?	2	7
3.	Has the management of the organisation defined the responsibility and authority for each of the workers in the organisation?	3	6
4.	Has the management of the organisation defined the area of the work of each of the workers in the organisation?	2	7
5.	Did any formal body of the organisation, updated periodically and distributed between its units, accept the organisational structure?	7	2
6.	Within the organisational structure, was a representative of the management included for the subject of quality control and safety?	2	7
7.	Did the management of the organisation determine that the representative on its behalf would be a senior manager, whose responsibility and authority should ensure the imprinting, implementation, and maintenance of a quality management system?	2	7
8.	Did the management of the organisation define for the representative on its behalf, without connection to his other functions in the organisation, authorities regarding the subject of control of the preparation, implementation, and maintenance of the quality system management according to the Standards?	1	8
9.	Did the management of the organisation define for the representative on its behalf, reportage regulations regarding the performances of the quality system management for the management of the organisation for the purposes of a management survey, as a basis for improvements in the quality system?	5	4

Item number	Question	0	1
10.	Did the management of the organisation provide for the representative on its behalf, supplementary reportage regulations to assist in the implementation of the quality policy and the drafting of internal verification tests to examine the compliance with the organisation's regulations according to the requirements of this Standard and according to the work instructions?	5	4
11.	Did the management of the organisation identify and allocate resources of manpower and accompanying equipment for the performance of the managerial quality control and verification activities, including the drafting of internal managerial quality tests, worker training, refresher courses etc.	3	6
12.	Does the management of the organisation periodically survey the activities of the organisation and periodically assess the resources which were determined and the need for them, such as the required number of function holders, and the necessary equipment for their activities	1	8
<b>Total:</b>		<b>35</b>	<b>73</b>

According to the data in Table 36 above, the majority of the respondents, 73 (67.6%), chose *yes*, while 35 (32.4%), chose *no*; i.e. more respondents (73-35=38) think that there is a sound management policy regarding organisational structure and allocation of resources.

This finding is significant in defining the organisation as an institution with a well-managed, good organisational structure. However, the fact that one third of the respondents think that there are problems in management policy indicates that this issue may need further consideration.

#### 4.1.14 Efficacy of the quality management system

Questionnaire 11 examined the efficacy of the organisation's quality management system and aimed to establish whether indices exist in the organisation for control of management efficacy. The questionnaire contained 16 questions.

An affirmative answer for each question constituted an expression of confidence on the part of the respondent regarding the efficacy of the quality management system.

The highest possible number of responses was 16 (questions) x 13 (respondents) = 208; this was divided into 119 negative and 89 affirmative answers.

Data shown in Table 37 above indicate that the majority of the respondents, (119) 57.2%, chose to disagree with the statements and the minority, (89) 42.8%, chose to agree. Cronbach's alpha for this questionnaire is 0.76, indicating a slightly *high-level* of reliability.

**Table 37: Staff and parents' assessments of the efficacy of the organisation's quality management system (Respondents' RSC1-RSC13)**

Item number	Question	0	1
1	Did the management of the organisation provide arrangements for the performance of an efficacy survey of the quality management system at defined periods, to ensure continual modification to the requirements of this Standard, for the quality system of the organisation and for the declared quality policy of the management and its goals?	11	2
2	Were arrangements provided for the maintenance of documentation on the management survey?	11	2
3	Are discussions held on the surveys at the level of the organisation's management, with the participation of senior function holders of the organisation?	9	4
4	Does the representative of the management prepare an agenda for discussion before these discussions, which relates especially to respondents, which include all the components, which influence the financial operation of the organisation and its influence on the quality management or the service?	9	4
5	Are complaints or comments of the external consumers of the organisation brought before the management?	1	12
6	Are the workers' suggestions for improvement or requests for improvement periodically presented to the management?	4	9
7	Was a lack of correlation discovered by the organisation's workers in the organisation, such as: in the quality of service to the consumers?	5	8
8	Does the management distribute service feedback to the organisation's consumers?	10	3
9	Does the management report the findings of the internal and/or external tests to the workers?	4	9
10	Does the management report to the organisation's workers on the correction of defects that were found in the feedback or because of consumer complaints?	7	6
11	In your opinion, is there a lack of correlation in the operation of manpower resources (including the suitability of staff for their functions, a lack of information or knowledge or too little training for workers) in the organisation	5	8
12	Do you provide reports to your superiors in a work report with indices and goals for improvement of the quality of your work?	7	6
13	Do you, on your own initiative, collect data, which illustrate the responses of those who receive the service, with regard to the politeness and reliability of your work?	4	9
14	Are you required to report data relating to the accuracy, perfection, technical level, and professionalism of your work to your superiors?	11	2
15	Are data regarding the efficiency of your communication with your consumers, both inside and outside the organisation, examined?	10	3
16	As far as you know, are discussions held on the above-mentioned issues and is a summary of the discussion including decision, tasks, timetables, and details of follow-up of the efficacy of the system distributed?	11	2
<b>Total:</b>		<b>119</b>	<b>89</b>

Slightly more respondents ( $119-89=30$ ) perceive a deficit in the efficacy of the quality management system. This finding is significant and critical in defining the organisation as an institution with *non-quality* management. This may point to problems in management efficacy and quality control.

## Summary of staff and parents' assessments of variables

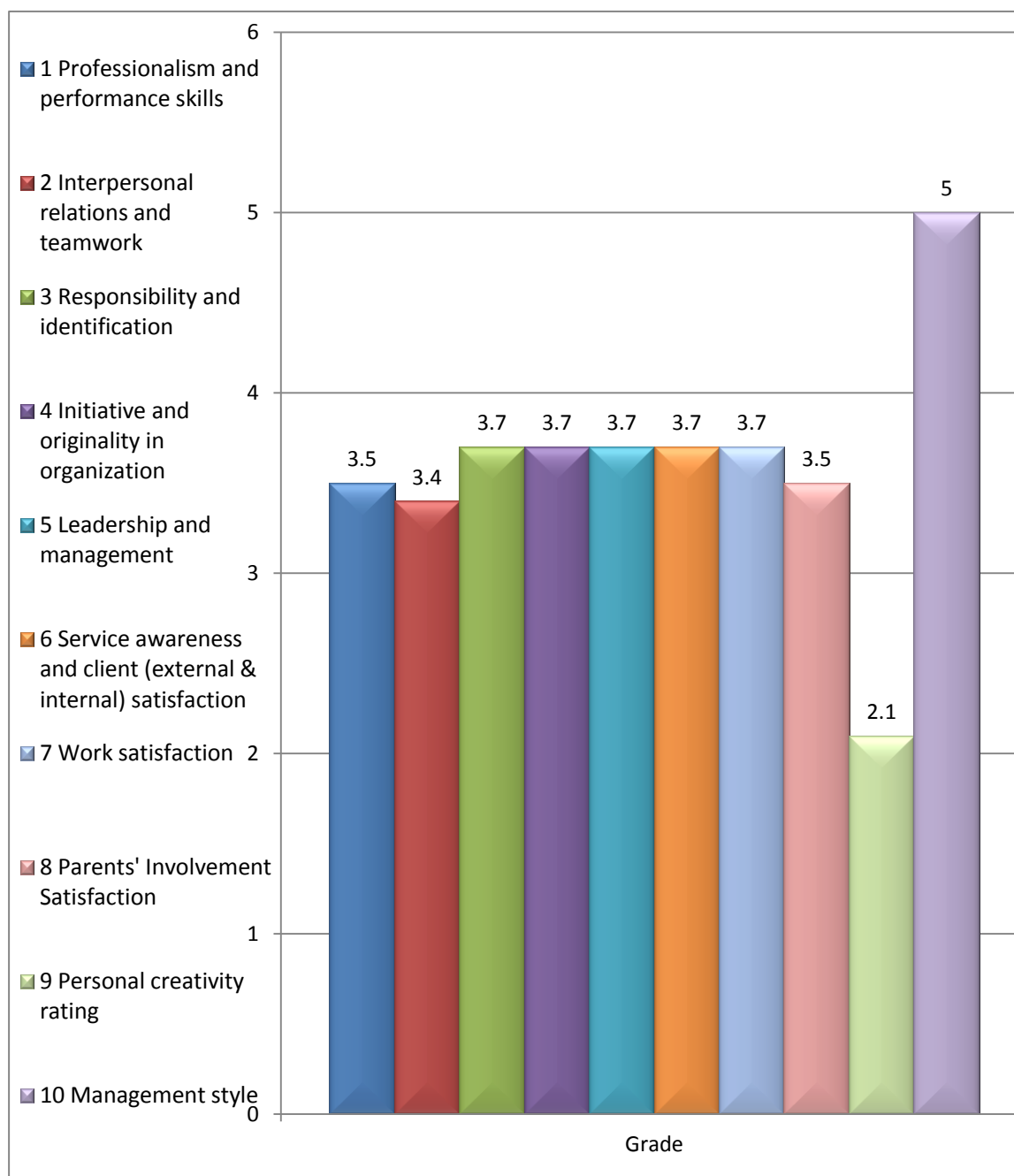
**Table 38: Staff and parents' average mode grades for assessment of tested variables  
(Respondents' RSC1-RSC13)**

Item num	Variables	Average Grade per respondents group	Standard deviation	Average grade mode
1.	Professionalism and performance skills (Staff perception)	3.1 (5 point scale)	1.3	<b>3.5</b> (5 point scale)
2.	Professionalism and performance skills (Parents Perception)	3.9 (5 point scale)	1.1	
3.	Interpersonal relationships and teamwork (Staff perception)	3.1 (5 point scale)	1.4	<b>3.4</b> (5 point scale)
4.	Interpersonal relationships and teamwork (Parents' perception)	3.8 (5 point scale)	0.6	
5.	Responsibility and identification (Staff perception)	3.5 (5 point scale)	1.6	<b>3.7</b> (5 point scale)
	Responsibility and identification (Parents Perception)	3.8 (5 point scale)	0.8	
6.	Initiative and originality in organisation (Staff perception)	3.4 (5 point scale)	1.4	<b>3.7</b> (5 point scale)
7.	Initiative and originality in organisation (Parents Perception)	4 (5 point scale)	0.9	
8.	Leadership and management (Staff perception)	3.2 (5 point scale)	1.3	<b>3.7</b> (5 point scale)
9.	Leadership and management (Parents Perception)	4.2 (5 point scale)	0.7	
10.	Service awareness and consumer (internal and external) satisfaction (Staff perception)	3.2 (5 point scale)	1	<b>3.7</b> (5 point scale)
11.	Service awareness and consumer satisfaction (Parents Perception)	4.2 (5 point scale)	0.8	
12.	Work satisfaction (Staff perception)	---		<b>3.7</b> (5 point scale)
13.	Parents' Involvement Satisfaction	---		<b>3.5</b> (5 point scale)
14.	Personal creativity rating (Staff and parents' perception)	---		<b>2.1</b> (3 point scale)
15.	Collective management practice (Staff and parents' perception)	---		<b>5</b> (8 point scale)
<b>Key for Average Grades</b>				
<b>Average Grade on 5-point scale</b>		<b>Translated Level</b>		
4.6 - 5		Excellent		
4.1 - 4.5		Slightly excellent		
3.6 - 4		High		
3.1 - 3.5		Slightly High		
2.6 - 3		Medium		
2.1 - 2.5		Slightly Medium		
1.6 - 2		Low		
1.1 - 1.5		Very low		

Table 38 above summarises the average mode grades assigned them by the respondents to all variables tested in Questionnaires 7-11.

Graph 3 below summarises the findings presented in Table 38 in a graphic manner

**Graph 3: Staff and parents' average mode grades for assessment of tested variables  
(Respondents' RSC1-RSC13)**



Graph 3 shows all of the average mode grades given by the staff and parents for the ten managerial variables tested in Questionnaires 7-11. The graph provides a visual perception of the respondents' views concerning these administrative issues. Some of the variables relate to managerial and some to professional issues but they are all part of management.



A high score for a particular variable indicates less reason for improvement and less urgency in considering the matter. In contrast, variables, which received lower scores, indicate a worse situation and require direct treatment for improvement and upgrading.

Table 39 below provides the evaluation of the respondents' responses to each variable by proportion of respondents and level.

The following general conclusions were derived from the analysis of the staff and parents' answers to variables relating to organisational management pupil examined in the closed-ended questionnaires 7-11, as presented in Table 38 as seen in Graph 3:

1. *Professionalism and Performance Skills*: the respondents' average mode grade was 3.5 on a five point scale, (staff, 3.1; parents, 3.9). This mode grade means that the majority of the respondents agreed that the professional level and output of the staff in the organisation is *slightly high*. This finding seems to indicate that *Professionalism and Performance Skills* are important to the participators and to the organisation.
2. *Interpersonal Relationships and Teamwork*: the respondents' average mode grade was 3.4 on a five point scale, (staff 3.1; parents 3.8). This indicates that the level of interpersonal relations among the staff members is *slightly high*. Therefore, we can say that there is a good level of *Interpersonal Relationships and Teamwork* and the participants work cooperatively in partnership and maintain good relationships.
3. *Responsibility and Identification*: the respondents' average is 3.7 in a five point scale, (staff 3.5; parents 3.8). This represents a *high-level* of responsibility and identification on the part of the staff members and their subordinates in regards to the organisation in which they work. Therefore, we can see that the participators have Responsibility and Identification with their jobs.
4. *Initiative and Originality in Organisation*: the respondents average is 3.7 in a five point scale, (staff 3.4; parents 4). This indicates staff's *high-level* positive perception regarding the organisation's initiative and original thinking. Therefore, we can say that the participators see the organisation as *high-level* initiative and original.
5. *Leadership and Management*: the respondents' average mode grade is 3.7 on a five point scale, (staff 3.2; parents 4.2). This high average shows that, in the respondents' opinion, the level of leadership and management in the organisation is *high*. Therefore, we can assume that the participators think the organisation has good leadership and is been managed well.

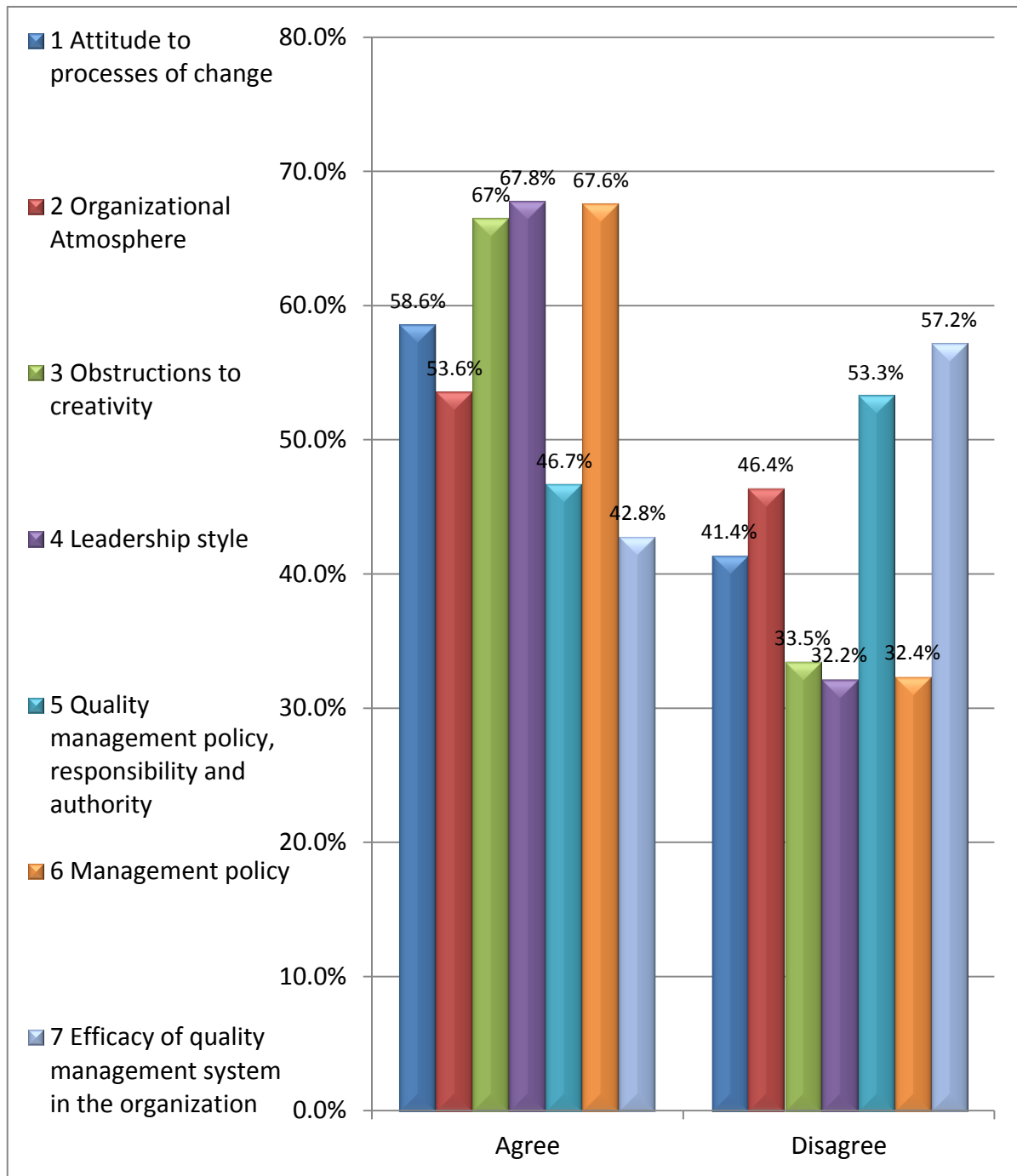
6. *Service Awareness and Consumer (External and Internal) Satisfaction*: the respondents scored an average mode grade of 3.7 on a five point scale, (staff 3.2; parents 4.2). This indicates that their perception of the level of service awareness and consumer (external and internal) satisfaction was *high*. Therefore, it seems that the management's *Service Awareness and Consumer Satisfaction* meet the goals and objectives defined by the vision of the institution and maintain a *high-level* of service.
7. *Work Satisfaction*: the respondents' average mode grade was 3.7 in a five-point scale. This indicates a *slightly excellent* level of work satisfaction in the organisation. Therefore, we can assume that the level of *Work Satisfaction* of staff in the organisation is slightly excellent and overall they were satisfied with the job they perform.
8. *Parents Involvement Satisfaction*: the respondents' average is 3.5 on a five-point scale. This indicates a *slightly excellent* level of work satisfaction in the organisation. Therefore, it can be assumed that the parents' degree of satisfaction from their involvement in the youth village's affairs is *very high*. They, the parents see the issue of parent satisfaction as a very important issue in the relationship between parents and the educational institution.
9. *Personal Creativity Rating*: the average mode grade given by the respondents was 2.1 on a three-point scale. This indicates that, in the respondents' opinions, their level of creativity is *very low*. Therefore, it can be assumed that the degree of satisfaction regarding the personal creativity of the respondents is *very low*. This is something that should be noted as a cause for concern and change. If people who have such a low level of creativity factors lead the organisation this will lead to stagnation and regression. Such workers are unable to create and innovate, which is surely affecting management or alternatively is influenced by the nature of the existing management.
10. *Management Practice*: the respondents' average mode grade was 5 on an eight point scale. Such an *Excellent* average indicates that the degree of satisfaction concerning the management style of the staff respondents' direct supervisors was *Excellent*. This is very important finding and has critical impact for management, but it is possible that such a *high-level* is a result of false representations due to the influence of emotions such as fear of displeasing the management or the desire to see their place of work as something positive without due criticism. Therefore, this finding should be treated with some suspicion.

**Table 39: Distribution of staff and parents' assessments of the different variables by proportion of respondents' who agreed with the statements (percentage)**

Number	Variables	Responses by level of agreement (%)
1.	Attitude to processes of change	Positive approach: <b>58.6%</b> - Medium Negative approach: <b>41.4%</b> - Slightly Medium
2.	The organisational atmosphere is good - the staff feel good, high degree of intimacy, and management is caring and devoted	Agreed: <b>53.6%</b> - Medium Disagreed: <b>46.4%</b> - Slightly Medium
3.	The obstacles to creativity are minimum and the respondents have the will and the power to overcome them	Agreed: <b>66.5%</b> - Slightly High Disagreed: <b>33.5%</b> - Low
4.	Leadership style – social/democratic vs. authoritarian/task-oriented	Authoritarian/Task-Oriented: <b>67.8%</b> - Slightly High Social/Democratic: Low - <b>32.2%</b>
5.	There is a Quality Management policy, responsibility and authority in the organisation	Agreed: <b>46.7%</b> - Low Disagreed: <b>53.3%</b> - Medium
6.	There is a management policy regarding organisational structure and allocation of resources in the Organisational Structure and Allocation of Resource	Agreed: <b>67.6%</b> - Slightly High Disagreed: <b>32.4%</b> - low
7.	There is efficacy of quality management system in the organisation	Agreed: <b>42.8%</b> - Slightly Medium Disagreed: <b>57.2%</b> - Medium
Key for Levels of agreement		
Proportion/ or level of agreement (%)		Translated level
91%-100%		Excellent
81%-90%		Slightly excellent
71%-80%		High
61%-70%		Slightly High
51%-60%		Medium
41%-50%		Slightly Medium
31%-40%		Low
21%-30%		Very low

The differences in percentages of the respondents who supported the specific research variables point up differences in opinion between the members of staff and between members of staff and parents.

**Graph 4: Distribution of staff and parents' mode level of agreement/disagreement (percentage) for each variable (Respondents' RSC1-RSC13)**



The following general conclusions were derived from the analysis of the staff and parents' answers to variables relating to organisational management pupil examined in the closed-ended questionnaires 7-11, as presented in Table 39 as seen in Graph 4:

1. *Attitude to Processes of Change*: 58.6% agreed to take part and participate in a change process; 41.4% stated that they were unwilling to implement or participate in a change process. This situation is problematic and may cause problems in the future and hinder

change implementation in the organisation. Although most respondents agreed to take part in change processes, more than a third of the respondents indicated that they are unwilling to participate in such a process. This may adversely affect the success of any structural change and should be treated with full sensitivity, by the management to reduce reluctance and resistance to participation in organisational change process.

2. *Organisational Atmosphere*: 53.6% agree that the organisational climate is positive; staffs feel good and there are indications of management's care and responsiveness for staff, with authoritarianism at a low level. The remaining, 46.4% disagree with the above statements. This situation is problematic and points to an inconsistent atmosphere in the organisation. In any case, it seems that the atmosphere in the organisation is considered as important and that the majority of respondents think that it is a positive atmosphere. According to this finding although the majority are satisfied, almost half are dissatisfied. That means that management must address this issue with great sensitivity because it affects the general functioning of the staff and the organisation.
3. *Obstacles to Creativity and Ways to overcome them*: 66.5% of the respondents agreed that there are few obstacles to creativity; 33.5% disagree, perceiving the obstructions to creativity as more than a few. In other words, two-thirds of the respondents are satisfied with the level of creativity, know how to deal with failures while a third are unhappy, and do not know how to cope. This finding is important because it complements the findings on the level of individual creativity. It is also clear that the issue is important to staff and therefore the management should consider changes to improve creativity in the organisation in the future.
4. *Leadership Style - Social/Democratic vs. Authoritarian-Task-Oriented*: the majority of respondents, 67.8%, agreed that the leadership style prevalent in the youth village is authoritarian and task-oriented; 32.2% disagreed, perceiving the leadership style as social/democratic. This situation is problematic since it seems to indicate that the leadership is conservative and out-dated. This clearly shows dissatisfaction with management style. Over two-thirds state that it is authoritative, goal-oriented, non-democratic, and not progressive and only a third state that it is democratic and considerate.

This finding is very important for the management and the future management system of the organisation must receive appropriate individualized and group therapy, mentoring and guidance is required for improving and adapting new leadership styles.

5. *Quality Management Policy, Responsibility and Authority*: 46.7% of the respondents' agreed that there is responsibility and authority in the village concerning quality management; 53.3% disagree. This situation is slightly problematic since it indicates that the management has problems in managing quality, policy and responsibility. We see that the respondents were divided on this issue almost half-and-half. Half believed that the management were responsible and demonstrated authority in their quality management while the remaining half disagreed with this statement. This division constitutes a challenge to be met by management.
6. *Management Policy Regarding Organisational Structure and Allocation of Resources*: 67.6% of the respondents agreed that the management policy regarding organisational structure and allocation of resources was good; 32.4% disagreed. This situation is a slightly problematic, indicating a third of the respondents think that the management has problems in determining policy and allocating resources. This clearly shows some dissatisfaction with management policy yet, over two-thirds indicated that management policy and allocation of resources is good. The fact that one third expressed a lack of faith in the organisation's management with regard to these issues should cause concern and this should be an issue for attention in the future.
7. *Efficacy of Quality Management System*: 42.8% of the respondents agreed that the organisation's quality management system is efficacious; 57.2% disagreed. This may indicates that there are problems in the management's efficacy and quality management system. Regarding the effectiveness of the quality management system, just over a third thought that the system was reasonably efficiency, while more than half believed that there is a need for radical change in the effectiveness of the management system, bringing it up-to-date and improving its quality. This seems to indicate a need to address this issue and find the most appropriate management method to lead the organisation, providing an efficient solution for the problem.

The findings detailed above from the closed-ended questionnaire provided data concerning the respondents' perceptions of the management of the A. Youth-Village that could be used to respond to the main research question. They also indicated points of weakness and concern that should be considered in any attempt to improve the management of the youth village and the willingness of the respondents to take part in such processes. The next chapter describes the findings from the open-ended questionnaire that supplements and verifies the responses from the closed-ended questionnaire.

## 4.2 Findings emerging from the open-ended questionnaire

### 4.2.1 Personal change

As can be seen in the remarks of the members of staff who responded to the open-ended questionnaire - RSC3, RSC4, RSC6, RSC7, RSC8, RSC9, cited below, the majority of them stated that they had undergone a kind of personal transformation within the framework of their work in the A. Youth-Village organisation;

**RSC3:** *The changes in the organisation are taking place because of my personal and professional changes; I am willing to do all that it takes to improve myself.*

**RSC4:** *I was chosen for my job because of my professional skills. Changes accrued daily in the management process. In the last year, I was involved in some continuing education programme for managers that contributed a lot to me; we learned about quality management in non-profit organisations.*

**RSC6:** *I, as a person, feel the change that is going on in the school. My motivation increases and I have a great will to contribute to the A. Youth-Village school educational system. I am always willing to make changes, and I truly believe that implementing changes in my job will advance my position in the organisation.*

**RSC7:** *...I have changed my attitude style to be suitable and appropriate to my 'designated audience'. In management, I am more productive, my professional targets are clearer and my ambition to achieve them has become my most important issue. I am now more patient, more open to new ideas and to other colleagues' opinions and I am taking on more leading roles in the organisation.*

The respondents indicated that they are now less involved in the daily running of the organisation and more involved in managerial decision-making processes.

**RSC10:** *I learned that if you want to make changes you must be more involved in the organisation. I was willing to do all that is necessary to make changes.*

They understood the importance of incorporating personal as well as professional changes.

**RSC9:** *The changes that occurred in the A. Youth-Village did not affect me. Any change in me is one, which I decide. If I become convinced that the change process is bad for the organisation I will be the first to make the necessary adjustments as required in the change procedure.*

They show much willingness to implement personal changes in order to improve themselves and the organisation.

*RSC8: I personally do not think I need to make many changes, but I am willing to do all that it takes to improve myself.*

Summing up the statements of the respondents, who responded to the open-ended questionnaire in connection with the personal change variable, each one appeared very willing to implement personal changes both for their own improvement and for the benefit of the organisation. They understood the importance of incorporating personal as well as professional changes.

To summarise the pupils' parents' findings in relation to this variable, it seems that they also showed much willingness to implement personal changes in order to improve themselves and the organisation

As indicated by managerial theories like QMS and TQM, it is very important to integrate the individual employee's personal change as part of the changes that are required in the institute. Willingness to improve and change professionally and personally is a sign that the staff members are committed to their working place.

#### Summary of remarks:

In the respondents' views, personal change leads to professional change and should be compatible with the organisational change as a sign of the staff's commitment to their working place.

#### **4.2.2 Personal career improvement**

In general, the remarks of the majority of the respondents claimed, cited below, show their willingness to incorporate changes in order to progress and they expressed positive attitudes towards and gave positive assessments concerning the organisation's efforts to assist employee development and advancement.

*RSC7: Firstly, I am trying to give a personal example; secondly, I hold professional and personal discussions with my subordinates as much as possible. On the other hand, I am very meticulous with my subordinates especially concerning their precision in profiling their assignments.*



**RSC3:** *I learned that there is always time and place for personal and professional changes. I would take some courses in new managerial techniques and try to implement them in my daily work.*

Although they indicated that there is a low level of morale within the organisation, they felt that everything must be done in order to improve the careers of the staff:

**RSC9:** *I engage in professional activities according to what feels right. My desires are to make my job more comprehensive and that those around me appreciate the importance of my role in the A. Youth-Village. I think the managerial staff should receive more continuing education programmes in quality management. Any process of change in an organisation will involve at least one employee disagreeing with the changes, and who might get hurt by them.*

Their respondents' have a positive attitude towards the subject of developing the organisation's staff:

**RSC4:** *I prefer that my subordinates study towards a higher educational degree. I am building a new working style that is suitable to my job. Many changes are involved in working in a school such as the A. Youth-Village, and as head of the dormitory. Changes produce new ways of thinking and, attitudes towards the surroundings. A critical attitude is required from staff members.*

The respondents stated that management urged them to pursue academic studies and they felt that maximum effort was made to improve their careers.

**RSC6:** *By learning how to use computers, by placing a computer in my office, by increasing my working hours as a consultant and decreasing my working hours as a teacher.*

**RSC8:** *I shall hold weekly employee meetings and I shall try to adjust the work to the staff. I think it will decrease spending, save working time and the work in the organisation will be more efficient. A new system of transmission of data among staff should be used such as computerized communications and information transmission.*

As was stated in above with regard to this variable too the respondents declared that they were willing to do whatever is needed to be done to improve their personal career. This is a necessary ingredient when dealing with changes in an organisation. In line with the theory of

PDSA: Plan, Do, Study and Act, the first principle of quality management is that staff must believe in the attainability of quality in order to be effective in their work.

### Summary of remarks:

The research respondents, who were willing to adopt methods of quality control, quality assurance, and the setting of binding standards, which all staff must adhere to, graded personal career improvement as a highly important variable. Excellence was seen as a necessary condition for the educational institution's success and for the organisation's survival.

### **4.2.3 Personal and professional development**

As can be seen in the next quotations the respondents exhibit a serious attitude to all the statements and questions in the questionnaire relating to personal and professional development. They appear to want to do whatever they can to make the best of the opportunities available for studies, to advance, improve, and develop their personal and professional abilities as much as possible.

**RSC4:** *Management is motivating people (workers), taking responsibility for organisational performance, and taking responsibility for the practical issues of the organisation. Good management is that whose success promotes the workers, strengthens them, and guides them towards the organisation's targets and destinations. I am trying to integrate advanced managerial methods by promoting teamwork, working under maximum transparency, and been open to constructive criticism from my subordinates and supervisors at the same time, three or four times a week, but mainly outside of the organisation.*

**RSC7:** *... I feel that there is a great connection between my professional activities in the A. Youth-Village and the results of my activities. I would strengthen the interpersonal relations within the organisation. The role of the manager in this situation is to make sure that the damage to the employee is minimal.*

**RSC8:** *... I do what I want, when I want it, and in my way. In the A. Youth-Village, no one can tell me what to do, except the head of the A. Youth-Village, with whom I cope excellently. I learned that any change should be made only after thorough preparation. I am trying to combine my daily work with my professional skills in the most advanced way I know.*

**RSC9:** *I do not mean to improve my management style because I do not think it needs improvement in any way. It seems that my subordinates are coping very well with my management style. ... Personal example and positioning clear targets so that any employee can understand the final destination of the organisation. One must have good interpersonal relations with colleagues and subordinates so they can feel that their respective roles in the organisation are necessary and that their work is invaluable for the success of the organisation (strengthening and reinforcing).*

The impression was that all the respondents were eager to cooperate and they made efforts to make their responses as complete as possible. In addition to being willing to do almost everything to make the best of the opportunities available to them, the respondents (both parents and staff) wanted to improve themselves, to be involved in school affairs and to encourage the parents to be involved in their children's education and they pointed up difficulties that needed to be solved.

**RSC3:** *I think that there is place for advanced management in the A. Youth-Village but not without necessary changes.... The delay in replacing old managerial methods with new ones is damaging to the organisation. A good and quality management is when the manager is working like a coach...advising his workers as to what they should do and when. Most of my colleagues are not aware of the A. Youth-Village's real situation.*

**RSC6:** *In the A. Youth-Village there is a systematic problem concerning two educational systems: the high school and the dormitory. The two systems are engaged in a daily power struggle and do not share and cooperate;*

It is clear that in the case of this variable the respondents were willing to share their feelings with the researcher regarding their desire to positively influence the organisation.

**RSC10:** *I tried to give the teachers, the learning support team, and others some advice about how to run things more efficiently... but they did not always listen to me.*

**RSC11:** *During the PTA meetings, I raised some suggestions for improving the work of the management. About myself nothing, about the A. Youth-Village I now know things I did not know before.*

**RSC12:** *It has been happening during my involvement in the PTA. I changed and improved my way of working with other people. I can say that my ways of communicating information to the other parents underwent some change or adaptation.*

**RSC13:** *My management style did not change because of the research.*

One of the principles of the MBO and TQM managerial theories is that the management's organisation of work tasks must be clear, specific, and measurable, with negotiated short-term outcomes, which influence the individual's approach to their job.

#### Summary of remarks:

The respondents' quotations clearly indicate their identification and empathy with the A. Youth-Village targets and objects. The staff indicated that they were willing to do all that is necessary for their Personal and Professional Development according to a managerial model adjusted to the needs of the educational institution.

#### **4.2.4 Personal managerial practice**

All the respondents appeared to be open to accept changes and to adapt to more advanced managerial methods. Their quotations seen below show that they all recognise the importance of an annual work programme, and successful integration of technology and management.

**RSC4:** *The school, the dormitory, and all the A. Youth-Village management must improve and advance in terms of new ways of quality management ...management is a learned and developing process. Without development, the process is less efficient and productive. Quality management ... can motivate people to reach their maximum in the most efficient way.*

**RSC3:** *Managing ...in the most efficient way in theory and in practice ...adjust policy, to make the needed implementations due the policy, to monitor the performance of the staff, to check feedback and to make the appropriate field decisions ...a good, efficient and well prepared annual curriculum is the basis of any organisational management.*

**RSC7:** *... I am trying to listen and improve my personal and professional attitude to all who need me at the A. Youth-Village. A person who holds a managerial role must also have the natural personal qualities for a management position. A manager's leadership qualities ... the ability to lead professional staff towards known organisational targets, and achieve this determined in advance target.*

The respondents were aware that advanced management methods could help them improve their own functioning, and to improve the functioning of their subordinates and the organisation.

They were not evasive, even giving answers that could make them look as though they lacked knowledge in certain fields:

**RSC6:** *Management is to know how to supervise the systems, make the right connections, relate to subordinates in a humane way, improve interpersonal relations, supervise, and monitor performance. The annual curriculum makes order in the organisation; an advanced managerial method is employed in my field of work through teamwork: a good connection between the manager and his subordinates, including updating the staff about each pupil's personal status, learning problems, grades, and behaviour during the study hours, and personal and social problems.*

**RSC8:** *I did not receive any assistance to get where I am now ...there is a place for advanced management in the school but for it to be implemented management must change. Management is ...as if creating a way of work that will fulfil the organisation's needs based on the organisation's staff and equipment.*

**RSC9:** *Quality management, in my opinion, is a manager who knows how to give his subordinates authorisation, and at the same time, he monitors their performance. I think that the management process is a learned and developed process.*

Almost all of the respondents were willing to share perceptions with the researcher and expressed their openness to the use of quality management as something positive.

**RSC13:** *Quality management is management that uses innovative technology to help manage the organisation in the most efficient way. One manager can learn, while the other thinks he knows everything. Management is making other people do their work and achieve goals and targets that are important to the working place and to you as a manager. I think schools must be run like any other organisation...*

**RSC11:** *Quality management is managing an organisation using hi-tech techniques and advanced managerial methods. A quality manager is the one who knows how to manage in this way. Management is the way that a manager works. ...I think, from my experience, that organisations cannot function without an annual curriculum, the plan for the whole year.*

**RSC12:** *Quality management is a kind of management that can be measured by its performance. It can be monitored, calculated, checked and re-checked. It has a self-control system, a backup system and decision control system.*

**RSC13:** *Management is making your subordinates do what they are supposed to do in the most efficient way and in the shortest time without complaining about how hard they work. There is room for quality management in the school as in any firm. I think school is an organisation like any other company.*

Many studies have indicated that in any planned change, when innovations meet educational needs they are accepted and implemented. The staffs need to be willing to perform the necessary changes. Fullan (2003) suggested that it is needs to identify and recognise the necessity for change, this is critical for successful introduction of the quality change in management. We can see the strong bond between innovation and change processes in the organisation just Acts and Audretsch (2010) claimed.

#### Summary of remarks:

The respondents voiced a positive and cooperative attitude concerning the adoption of quality management to achieve the necessary changes within the organisation. Personnel were aware of the need to advance by improving themselves, their subordinates and the organisation. Personnel should not evade the necessary change in their *Personal Managerial Practice*.

#### **4.2.5 Superior-subordinate relations**

It was apparent that the staff respondents enjoyed their interactions with colleagues, subordinates and superiors alike. In situations where there was a need to incorporate changes or adapt management modes to suit the nature of the work, the respondents indicated that they preferred to discuss ideas with people first and put them into practice later:

... Within the organisation. She [the general manager] is always taking the role of mediator and she emphasises the organisation's human capital...

**RSC4e:** *She [The A. Youth-Village head teacher] is very democratic and socially aware. She shares her managerial issues with us; she consults with us and does not make decisions alone. She takes initiative by presenting projects and promoting them independently. She likes to be the mediator at any occasion. She emphasises the organisation's human capital and likes to solve problems through discussion and brainstorming with our staff. Team and staff work can be conducted....*

The respondents described employer-employee relations in the organisation candidly. They explained that they tried their best to maintain good professional and personal relations with

colleagues and subordinates and they were involved and mobilised others, interacting easily, and making decisions only after discussing matters with them.

**RSC6:** *He (the school head teacher) has an obsolete way of managing, he writes everything on small pieces of paper, never writes protocol and relies on his memory. He is very sociable and democratic and he likes to share his managerial decisions with us. He decides on managerial issues and policy together with us. He stimulates our managerial staff to the need of a new educational project and then recruits us to the assignment so we become obligated to the project. He likes to be the mediator.*

**RSC7:** *His (the school head teacher) favourite role is that of mediator at a time of dispute between his subordinates. He prefers to solve problems by himself. The personal relationship and informal connection among the A. Youth-Village management staff is of notable importance. He is a very relaxed and calm person with many years of experience in the field of education.*

They all perceived the morale of the school staff as high but the morale of the dormitory staff was considered low. The management methods were described as out-dated, using paper notes instead of computerized communication; communications in the A. Youth-Village and school are perceived as being poor.

**RSC3:** *There are great differences among the workers at our A. Youth-Village*

**RSC8:** *She (the A. Youth-Village head teacher) likes to take the role of mediator and enjoys brainstorming, but it does not always work. She cannot hurt anyone. The relationship is good because we have a weekly team meeting at which we discuss the events of the last week and what we have to achieve for the coming week. I can improve my management style by been more attentive to my subordinates.*

**RSC9:** *My supervisor (the school head teacher) is democratic and sociable and he shares his decisions with me. He consults with us and then decides on a suitable managerial policy. It seems that he prefers consulting with his subordinates rather than his supervisor.*

In contrast, although there appeared to be differences in the level of abilities between the youth village's administrative and educational staff and the dormitory staff, the respondents reported that relations between managers and subordinates were good; the managers share their opinions with the subordinates and stimulate their staff.

**RSC10:** *...the management staffs works in full harmony and mutual consideration, with empathy among them. ...the management reports to the parents about what is going on in the school, the budget situation, and the pupils' achievements... they are doing the best they can, given the school's circumstances.*

**RSC11:** *...there is empathy among management staff. The relationship has positive and negative aspects. Some of the parents have a good and lasting relationship with the management; others had a bad relationship during the years that their children studied at the school.*

**RSC12:** *...it seems that they are working together; they sure back each other up when something is wrong. As far as I know they have a good working relationship; they eat lunch together every day, go on trips, share cars in the A. Youth-Village car-pool, attend seminars and, continuing education programmes together, and it seems they work O.K. together.*

**RSC13:** *...they seem to be working well together; they back each other up and they are professional in the teaching and learning fields.*

By reading, the quotations above one can see that in the present case there did not seem to be difficulties in interpersonal relations and distrust between members of staff, mentioned in the literature on schools and boarding schools as obstacles to change. The relationship between A. Youth-Village staff, as we can see from the staff's remarks, demonstrates a *high-level* of integrity, authenticity, credibility and trust.

### Summary of remarks:

Although, superior-subordinate relations are often the major obstacle to achieve managerial improvement; improving cooperation, collaboration, and clearly defining division of responsibility and role requirements can contribute greatly to enhanced employment relations that directly improve the organisation's managerial achievements.



#### **4.2.6 Processes of change in management**

This section of the questionnaire examined the respondents' (staff and parents) attitudes towards processes of management change, in general, and the change-taking place in the A. Youth-Village, in particular.

**RSC3:** *The only real changes at the A. Youth-Village have been in the use of computers. I think that there is a place for advanced management in the A. Youth-Village but not without the necessary preparations for such, before initiating changes in the management method. Further delay in replacing old managerial methods with new ones will prove detrimental to the organisation.*

**RSC6:** *In those years a new computerized school managing system was introduced; a computerized system that gave us more perspective on pupils achievements; mapping the pupils' educational and social abilities, learning problems, their integration and class assignments, and more.*

**RSC7:** *... computerizing all the staff offices, improving the infrastructure, upgrading the lab equipment, major rehabilitation of the sport facilities... a new library was established, the pupils dorms were renovated, including painting, changing all the plumbing system, improving the electrical system.*

**RSC8:** *The only change is that I have to fill in more reports to management about the progress of each one of my projects. The main change in my work environment is the use of computers to monitor management decisions.*

The respondents continued to take a serious attitude towards the research and did not even avoid giving answers that could reflect negatively on them.

**RSC9:** *...I have not changed my management style because I am sure it is the right way to do my job. Today I am more open to new views, criticism, and I am willing to test new ideas so I can implement them in my daily work.*

**RSC10:** *The only changes I have seen have been in the increasing use of computers, major upgrades in the buildings and other facilities. ...the learning programme has changed from technological to scientific. The entire learning environment has changed; the labs have upgraded, new ones replaced the computers, and a lot of scientific equipment has installed. Now, after four years I can say that most of my expectations have not been realised*

Any process of change needed the cooperation of the respondents, who were clearly willing to participate in the change process.

**RSC11:** *If there has been one [change], I have not seen it. The only change I have seen was in the use of computerized equipment in the school's programmes, and in the manner in which we, as parents, get information from the school, and about what is happening at the school. ...the A. Youth-Village School has increased its use of computers; in the last three years, we see computers in every office, and in the classrooms.*

**RSC12:** *...the use of computers has increased; annual reports; expert advisors were used before deciding on important issues like building, equipment, investment and others. ...the management made changes in the pupils' syllabi, the agricultural technological programmes decreased, and the scientific, biology, chemical, and other scientific programmes increased.*

**RSC13:** *There was some change in 2002 when computers were placed in every office and each manager got a personal computer linked to the school intranet network connecting managerial staff. We, as parents, started to receive pupils' report cards [computer generated] and the school built a website of its own. ...pupils have more learning hours in the computer, biology, and physics labs.*

As can be seen in the above quotations, the respondents knew what needed to be changed and are willing to participate in the necessary changes. They understand that it is first necessary to construct a clear definition of organisational goals and then to distinguish between what is desirable and what is available, second, they showed that they perceive the change as a process rather than a one-time event as explained by Fullan (2003).

### Summary of remarks:

Processes of *Change in Management* can only be achieved when the staffs is willing to take part in this change process. Staff at any level affects the change process while they in turn are affected by it.

Table 40 below presents the summarised remarks for each variable collected from the interviews and open-ended questionnaires. The data presented in Table 40 presents the full picture of the studied phenomena in the eyes of the respondents.

**Table 40: Summary of respondents' remarks concerning the studied variables derived from interviews and open-ended questionnaires**

Variable	Summary of respondents' remarks
Personal change	<i>Personal change</i> in the respondents' views leads to professional change and need to be compatible with the organisational change. This was a sign of staff commitment to their work place.
Personal career improvement	<i>The research respondents, who were willing to adopt methods of quality control, quality assurance, and the setting of binding standards, which all staff must adhere to, graded personal career improvement as a highly important variable.</i> Excellence was seen as a necessary condition for the educational institution's success and for the organisation's survival.
Personal and professional development	The staff indicated that they were willing to do all that is necessary for their <i>Personal and Professional Development</i> . This variable is declared one of the issues that personnel are willing to do as needed according to a managerial model that would be adjusted to the needs of the educational institution.
Personal management practice	The respondents voiced a positive and cooperative attitude concerning the adoption of quality management to achieve for achieving the necessary changes within the organisation. Personnel were aware of the roles they played and the need to advance by improving themselves, their subordinates and the organisation. Personnel must not evade the necessary change in their <i>Personal Managerial Practice</i> .
Superior-subordinate relations	Although, <i>Superior-subordinate Relations</i> are often the major obstacle to achieve managerial improvement; change in the way to quality management is the lack of collaborations between colleagues in working places. Therefore, by improving cooperation, collaboration, and clearly defining division of responsibility and role requirements can contribute greatly to enhanced employment relations that directly improve the organisation's managerial achievements.
Process in change in management	<i>Processes of Change in Management</i> can only be achieved when the staffs are willing to take part in this change process. Staff members at any level affect the change process while they in turn are affected by it.
Attitudes to participation in the research	<i>Attitude to Participation in the Research</i> was positive. This increased the probability of the success of the study and consequently improved the ability to develop an appropriate method of high quality management for the studied organisation.

#### 4.2.7 Integration of findings

Table 41 below presents the outcome of the integration of data from the quantitative and qualitative data-collection tools. These include the summary of respondents' remarks concerning the studied variables derived from interviews and open-ended questionnaires and the findings from the closed-ended questionnaires. The left column shows, the respondents' attitudes concerning each of the studied variables as reflected in the open-ended questionnaire and interviews. These findings compared with findings from the closed-ended questionnaire in relation to similar variables, which appear in the right hand column to enrich and complement the data and provide the full picture of the respondents' view of the studied phenomena.

**Table 41: Summary of the qualitative and quantitative data**

Qualitative findings emerging from open-ended questionnaire and interviews	Findings emerging from closed-ended questionnaire
<i>Personal change</i> in the respondents' views leads to professional change and need to be compatible with the organisational change as a sign of staff commitment to their work place.	<i>Professionalism and Performance Skills:</i> The respondents' average was <u>3.5</u> . This level is <i>slightly high</i> .
<i>The research respondents, who were willing to adopt methods of quality control, quality assurance, and the setting of binding standards, which all staff must adhere to, graded personal career improvement as a highly important variable.</i> Excelling was seen as a necessary condition for the educational institution's success and for the organisation's survival.	<i>Interpersonal Relationships and Teamwork:</i> The respondents' average mode grade was <u>3.4</u> . This level is <i>slightly high</i> .
The staff indicated that they were willing to do all that is necessary for their <i>Personal and Professional Development</i> . This is declared one of the issues that personnel are willing to do as needed according to a managerial model that would be adjusted to the needs of the educational institution.	<i>Responsibility and Identification:</i> The respondents' average was <u>3.7</u> . This is a <i>high-level</i> of responsibility and identification.
<i>Personal Managerial Practice</i> The respondents voiced a positive and cooperative attitude concerning the adoption of quality management to achieve for achieving the necessary changes within the organisation. Personnel should be aware of the role they play and the need to advance by improving themselves, their subordinates and the organisation. Personnel must not evade the necessary change in their <i>Personal Managerial Practice</i> .	<i>Initiative and Originality in Organisation:</i> The respondents' average was <u>3.7</u> . This indicates staff's <i>high-level</i> positive perception level
Although, <i>Superior-subordinate Relations</i> are often the major obstacle to achieve managerial improvement; change in the way to quality management is the lack of collaborations between	<i>Leadership and Management:</i> The respondents' average was <u>3.7</u> . The high average shows that, in their opinion, the level of leadership and management in the

Qualitative findings emerging from open-ended questionnaire and interviews	Findings emerging from closed-ended questionnaire
colleagues in working places. Therefore, by improving cooperation, collaboration, and clearly defining division of responsibility and role requirements can contribute greatly to enhanced employment relations that directly improve the organisation's managerial achievements.	organisation is <i>high</i> .
<i>Processes of Change in Management</i> can only be achieved when the staffs are willing to take part in this change process. Staff members at any level affect the change process while they in turn are affected by it.	<i>Service Awareness and (External and Internal) Consumer Satisfaction</i> : the respondents gave an average score of average of <u>3.7</u> . That indicates their perception of the level of service awareness to be <i>slightly high</i> .
<i>Attitude to Participation in the Research</i> must be positive to increase the probability of the success of the study and consequently improve the ability to develop an appropriate method of high quality management for the studied organisation.	<i>Work Satisfaction</i> : The respondents' average was <u>3.7</u> . This indicates a <i>very high-level</i> of work satisfaction in the organisation.
	<i>Parents Involvement Satisfaction</i> : The respondents' average was <u>3.5</u> . This indicates a <i>very high-level</i> of work satisfaction in the organisation.
	<i>Personal Creativity Rating</i> : The average was <u>2.1</u> . This indicates that, in their opinion, their level of creativity is <i>very high</i> .
	<i>Management Style</i> : The average was <u>5</u> . Such a <i>Slightly High</i> average indicates satisfaction with their colleagues' organisation management style.
	<i>Attitude to Processes of Change</i> : <u>58.6%</u> agreed and <u>41.4%</u> disagree.
	<i>Organisational Atmosphere</i> : <u>53.6%</u> agree <u>46.4%</u> disagree.
	<i>Obstructions to Creativity and Ways to Overcome Them</i> : <u>66.5%</u> agree <u>33.5%</u> disagree.
	<i>Leadership Style - Social/Democratic vs. Authoritarian-Task-Oriented</i> : Majority of respondents, <u>67.8%</u> , agree <u>32.2%</u> disagree.
	<i>Quality Management Policy</i> , The respondents' average of <u>46.7%</u> agrees <u>53.3%</u> disagree.
	<i>Management Policy Regarding Organisational Structure and Allocation of Resources</i> : <u>67.6%</u> agree <u>32.4%</u> disagree.
	<i>Efficacy of Quality Management System</i> : <u>42.8%</u> of the respondents agree <u>57.2%</u> disagree.

## **Summary of chapter IV**

Chapter IV presented all findings from the closed-ended questionnaire and open-ended questionnaires and interviews. They provided findings concerning the respondents' perceptions of the management of the A. Youth-Village that could use to respond to the main research question. They also indicated some points of weakness and concern.

These points should be taken in to consideration when attempting to create an improved model for the management of the A. Youth-Village. One main conclusion derived at this stage is as follow: It was clear from the different percentages of respondents supporting the different variables that staff members of the A. Youth-Village and the parents each had their own unique perceptions regarding the research variables.

Next in Chapter V, we will see how the researcher ties together all the various findings, presented in Chapter IV while discussing the respondents' perceptions regarding the 24 basic research variables as they correlate with previous theory and research.

## CHAPTER V: DISCUSSION OF FINDINGS

### Preview

Chapter V of the thesis develops a narrative, which interprets and evaluates the findings, and offers an integration of the main results towards their presentation as a new management theory and model that is the most appropriate for the A. Youth-Village.

The interpretations and evaluations of the results are discussed in relation to the theoretical perspectives, which underpinned the conceptual framework of this research.

### 5 Discussion

#### 5.1 Findings regarding the evaluation of an educational institution

Samuel (2005) indicated that we should consider the next variables in an evaluation of an educational institution:

1. *The Degree of Formality*
2. *Division of Labour*
3. *Hierarchy of Authority*
4. *Centralisation*
5. *Specialisation*
6. *Uniformity*
7. *Coordination and Collaboration*

The substance of these above-mentioned variables formed the basis for the data-collection tools for the present research.

##### 5.1.1 Discussion of findings emerging from closed-ended questionnaires

The following general findings were driven from analysis of the respondents' given mode grades regarding the 10 variables examined in the closed-ended questionnaires:

1. *Professionalism and Performance Skills*, The majority of the respondents agree that in the issue of *professionalism and performance skills* level and output of the staff, the level is slightly high. Presentation of this finding is done according to the employees needs to be observed and directed by *slightly high-level* professional. Because the research investigated a unique educational institute, in which the managers and their employees have very close interpersonal relationship, although the close relation they presented clear perspective on this issue. In the literature, an underlying concept of TQM is that there

should be constant improvement in the organisation's managerial quality and professional performance skills (Deming, 1986). Thus reinforces the perception of the participants, as it appears in the findings of the study and therefore reinforces the decision that the professional skills of managers is of great importance, and can even say that this approach in promoting advanced management methods.

This shows as very high importance for the improvement of an appropriate management method based on managerial staff of all levels *professionalism and performance skills*. The conclusion then is that employee appropriate management method is defined by a *high-level* of managerial responsibility and identification with the organisation.

2. *Interpersonal Relationships and Teamwork*, the respondents assigned indication that the level of *interpersonal relations and teamwork* among the staff members is, in their opinion, *slightly high*. The interpretation of this result may be that the needed changes can be achieved more smoothly because of the positive nature of the staff's interpersonal relationships and teamwork. Extant theories indicate that teamwork involves the work of a group that has some specific operational target, or some specified goal, and whose members maintain collaboration and coordination, in order to meet these goals; teamwork is a planned process (Kaner, 2003). In line with systems theory, the respondents agreed that staff members participate cooperatively in decision-making processes and follow-ups on performance, leading to democratic, mutual communication, in a climate characterised by openness and trust amongst the teachers (Zilberstein, 1991). As Samuel (2005) indicated, organisations are purposeful social systems, manufacturing products or services through coordinated and controlled cycles of actions. That leads us to the conclusion that employee appropriate management method can be defined when *slightly high-level* of *interpersonal relationships and teamwork* established within the organisation. Thus, *interpersonal relationships and teamwork* should play a major part in any attempt to create a new managerial model to suit the needs of the A. Youth-Village.
3. *Responsibility and Identification*, the respondents assigned a *high-level* that represents the staff and their subordinates' *high-level* of responsibility towards and identification with the organisation in which they work. An explanation for this finding can be done according to the needs of the employees. Because the research investigated a unique educational institute in which the managers and their employees were living and working together, there seems to be a need from the employees to a *high-level* of responsibility and identification of the managerial staff.



The literature supports this finding. According to Crosby (1995) one of the six “*fitting requirements*” as main conditions for the implementation of a quality improvement plan is the commitment of management and employees as part of a quality improvement plan. This finding would therefore appear to auger well for the implementation of any planned changes, since there would presumably be few difficulties concerning the willingness of the staff to invest efforts for the benefit of the organisation. Deming (1986) claimed that when worker has pride in his work, and he is encouraged to develop himself professionally his level of responsibility and identification with the institute he is working in will rise.

This identification is very important for the improvement of communication in the organisation and breaking down organisational managerial barriers, eliminating slogans and exhortations and arbitrary numerical analyses. It can be concluded, then, that employee appropriate management method is defined by a *high-level* of managerial responsibility and identification with the organisation.

4. *Initiative and originality in the organisation*, the respondents assigned a *high-level*, that represents the staff and their subordinates' *high-level* of *initiative and originality in the organisation* in which they work. An explanation for this finding can be done according to the recognition of the employees of the role this issue plays in modern managerial methods. That indicating that the staffs believe there is a *high-level* of initiative and original thinking in the organisation. According to Kula and Glaubman (1998) and Ben Baruch, (1980) conservatism leads to fixation and stagnation and results in anti-regeneration. This is particularly applicable to a veteran agricultural technology institute like the A. Youth-Village. However, the fact that the staff and parents believe they have a *high-level* of original thinking indicates that their perspectives and suggestions should be taken into consideration concerning the process of the change in the organisation.

Thus, we can conclude that the employee appropriate management method is defined by a *high-level* of managerial initiative and originality in the organisation.

5. *Leadership and Management* the respondents assigned a *high-level* that represents the staff and their subordinates' *high-level* of *leadership and management* in the institute, which they work. An explanation for this finding can be done according to the needs and perceptions of the employees. There seems to be a need from the employees to a *high-level* of *leadership and management* of the managerial staff. The related literature is revealing that this issue is in a very high importance when dealing quality management. The parents' and staff provided high appraisals for the level of leadership and management in the

organisation, which seems to indicate that there are few frictions and that there are high satisfaction levels for both performers and those for whom the assignments are performed. Crosby (1995) indicated the importance of management's ability to perform and conduct corrective active with continuity. Cohen (2002) indicated that organisations should operate in conjunction between the different roles, the ultimate goal being to carry out the organisational assignments successfully, with fewest frictions and with the highest satisfaction. Drucker (2001) posited that a real leader must assume responsibility, be a role model, not fear the power of subordinates, surround him with people who are at least as talented as he is and act in ways to achieve the trust of his colleagues. Although these may be excellent traits, without personal integrity, authenticity, good faith, honesty, and decency, leadership will lack ethical potency and may therefore be less effective. The fact that the staff and parents gave a *high-level* mode grade to the issue of leadership and management seems to indicate that management meets the criteria listed by Drucker. Confirmation of this issue is crucial for the improvement of any *leadership and management* in the organisation managerial staffs, which leads to any quality managerial. The conclusion therefore is that the employee appropriate management is characterised by leadership as a significant factor.

6. *Service Awareness and (External and Internal) Consumer Satisfaction*, the respondents indicated that they think the level of *service awareness and consumer satisfaction*, (external and internal), is *very high*. This finding can be explained according to the needs and perceptions of the stakeholders and employees. There seems to be a great need from the employees and the stakeholders to a very *high-level* of *service awareness and consumer satisfaction* in the studied educational institute. It is worth noting that although the respondents are the stakeholders and the employees, their service awareness and understanding of the consumer satisfaction is high because they need to maintain good business relations with their customers.

The literature related to this issue reveals that this issue have a very high importance when dealing quality management in modern organisations.

TQM (Deming, 1986) is a consumer-orientated managerial philosophy. In the case under discussion here, the pupil and his parents constitute the consumer, whose desires and wishes should be considered by the organisation. Chesbrough (2011) claims that leveraging services innovation effectively is and will always be challenging mission that requires new innovative approach to how to do business of any kind. He pointed out that

with new way of thinking firms that are openly innovate could elevate to higher levels of managerial success.

The main conclusion of this finding is that when *service awareness and consumer satisfaction* is on consideration, the probability of improving the management products to quality appears to be high. This conclusion can also strengthen the promotion and development of appropriate quality management subject to the organisation as shown by the perceptions of the study participants.

7. *Work Satisfaction*, the respondents indicates for this variable a *very high-level* of work satisfaction. By this, *high-level* of employees *work satisfaction* we can conclude that employee appropriate management method is defined by a *high-level* of *work satisfaction*. Thus, *work satisfaction* should play a major part in any attempt to create a new model of quality management to suit the needs of the A. Youth-Village.

Dornyel (2001) claimed that the vitality of any organisation depends on employees' motivation. He added that motivation causes people to do something, want to keep doing this and invest in this effort. Highly motivated employees express satisfaction with their job and the organisation, a *high-level* of commitment to the organisation and stronger and more effective performance. The finding that the respondents express a *high-level* of work satisfaction appears to indicate that the staffs participate cooperatively in decision-making processes and follow-ups on performance, leading to a democratic, mutual communication, in a climate characterised by openness and trust (Zilberstein, 1991).

This leads us to the conclusion that this discovery is very important for quality productivity within the organisation. We can conclude then, that employee *work Satisfaction* as defined by employees as *very high-level* of importance when dealing with appropriate management methods within the organisation.

8. *Parents Involvement Satisfaction*, the respondents assigned a *very high-level* that represents pupils *parents' involvement satisfaction* is in a state of high satisfaction. This satisfaction is towards the organisation managerial staff of A. Youth-Village. This finding can be explained due the perceptions of the A. Youth-Village pupils' parents.

In the literature, adaptation of Deming's TQM (1986) to school management necessitates is consumer orientation. It constructs learning and evaluation processes targeted at a variety of the educational organisation's consumers (pupils and their parents), while collaborating with them on the establishment of processes through "*a net of conventions*":

drawing up contracts and/or agreements between consumers and providers of the school's services to be reviewed and changed accordingly over time.

The indication that the parents are of the highest satisfaction with their involvement in the institution, can contribute greatly to improve the quality of management of the organisation. Therefore, the conclusion is that their involvement in the school can be recruited to collaborate and help the organisation during managerial changing processes. This discovery is of high importance when dealing with appropriate management methods within the organisation.

9. *Personal Creativity Rating*, the respondents assigned a very *high-level* that represents the staff and the pupil parents very *high-level* of *personal creativity rating* which can support the creation of successful quality management based on high personal creative abilities.

Because the research investigated a unique educational institute, in which the professional staff managers and pupils' parents are working together. There seems to be a need from the employees and the parents to a very *high-level* of *personal creativity rating* of all stakeholders.

Tague (2004) described "*Seven Basic Quality Tools*" for the improvement of any firm management aspiring for quality. This included creativity, innovation, and inventiveness in teamwork. Asor (2005) indicated that to improve teachers' motivation, deep learning and creativity should be promote by including deeper processing of concepts and theories. Creativity as innovation therefore should be consider as a part of any new managerial method because of its importance in achieving useful upgrading for the organisation that is constantly replenished by creative workers. Acs and Audretsch (2010) also recommended creativity promoting as necessary stage for innovation that lead to success of changing processes in the organisation.

This discovery is meaningful for the improvement of institute managerial method in the organisation and can lead to cancellation organisational managerial barriers. Thus, we can come to conclusion that employee and other stakeholders' very high personal creativity rating can leads us to create appropriate management method for the studied organisation.

10. *Management Style*, the respondents assigned a *slightly high-level* that represents more than half of those questioned staff and their subordinates' were satisfied with their colleagues' management styles. The interpretation of this finding is that the staff was and might be in the future unable to adjust to a new management style needed for quality management. Because this study investigated special educational institute, an agreement on the future, quality management style required for the organisation in need. This

*slightly high-level* also indicate some need to refine the organisational structure and move from a “*loose connections*” structure to a “*strong, interlaced connections*” structure (Sharan and Shahar, 1990).

In the literature, we can find how an organisation must work with complete harmony among its parts. Therefore, it is recommended to use operated quality management as an integrated system in order to fulfil goals and objectives (Sharan and Shahar, 1990). In this context, it is noted that Drucker (2001) posited that a real leader must assume responsibility, be a role model, not fear the power of subordinates, surround him with people who are at least as talented as he is and act in ways to achieve the trust of his colleagues. The finding of a *slightly high* rating for management style may also indicate that a liberal management style is prevalent in the organisation, characterised by free movement and activities, which are not dependent upon the manager, and the manager is no more than an instrument used to cope with pressures and crises as described by Liput, cited in Cohen, (2002). Such a management style may allow employees to work in a more creative and less restricted manner.

This significant discovery is very important for the improvement of managerial issues in the organisation and dissolving organisational managerial obstacles, removing mottos and exhortations. Therefore, it leads us to the conclusion that employee appropriate management method can be defined by a slightly *high-level* of proper management style with the organisation.

Findings regarding the above-mentioned variables from the closed-ended questionnaire are now been discussed in light of the percentage of agreement/disagreement with the statements of the questionnaire:

1. *Attitude to processes of change* - the majority of the respondents agreed to participate in a change process. The minority indicated that they were unwilling to participate in or implement a change process. The difference between these two groups was around 17% in favour of those who agreed. It therefore appeared that there was a real need to act within the organisation to change the attitudes of those, who did not wish to participate and encourage them to join the rest. Fullan (2003), who claimed that if employees feel that they need to take part in organisational change the necessary change would occur, validates this approach. Fullan (2003) also suggested that it is first necessary to construct a clear definition of organisational goals and then to distinguish between what is desirable, and what is available. These two objectives must be taken into consideration when

planning which management method would be appropriate to implement change in the studied organisation.

2. *Organisational atmosphere* - the majority of the respondents agreed that the atmosphere in the organisation was good, staff had positive feelings concerning the organisation and there were indications that the management is devoted to and caring towards its staff. Nevertheless, the level of authority appeared to be low. The minority disagreed with the above statements. The difference between them was quite small, around 7% in favour of those who agreed. It therefore appeared necessary to act within the organisation to improve organisational atmosphere components, so that the vast majority of employees would feel that they were working in a positive organisational atmosphere. This could contribute to promoting progressive organisation optimisation. Halpin and Croft (1963) mentions this procedure when they recommend that a special interpersonal process is needed to achieve a positive and progressive climate in the school's atmosphere is in need.
3. *Obstructions to creativity and ways to overcome them* - the majority of the respondents agreed that there were few obstacles to creativity; the minority disagreed; there seem, nevertheless to be more than a few obstacles to creativity according to the respondents' views. The difference between the two groups was quite large, around 34% in favour of those who agree. It therefore seems that there is a need to act within the organisation to help and encourage the employees with personal skills to deal with and overcome barriers to creativity. Such action could influence the vast majority of employees and have a decisive effect in terms of improving the creativity of the entire organisation. Acs and Audretsch (2010) recommend this manner of action. They suggested that promoting creativity is a necessary stage in order to lead innovation and implement successful change processes. Asor (2005) indicated that to improve creativity one should promote deeper processing of concepts and theories. Tague (2004) even described creativity as one of his "*Seven Basic Quality Tools*" for the improvement of any firm. Thus, creativity seems to be a central component in any appropriate management method for organisational change.
4. *Leadership Style, Social/Democratic vs. Authoritarian/Task-Oriented* - we found that the majority of the respondents agreed that the leadership style used in the Youth Village was authoritarian and task-oriented; the minority disagreed and were of the opinion that the style of leadership was social-democratic. The difference between the two groups was

quite large, around 36% in favour of those who agreed that they had some problem with the management's *Leadership Style*. Therefore, the management should provide guidance for professional development, which would expose them to advanced management methods. The *Authoritarian and Task-Oriented* approach is not always appropriate for every organisation, its suitability should be examined for the particular organisation and if appropriate, a modified version should be applied to improve the quality of management in the organisation. Hersey and Blanchard (2008) suggest that every manager adopts a particular style of management to conduct their regular work tasks

Drucker (2001) posited that a real leader must assume responsibility, act as a role model, and not fear the power of subordinates. In conclusion, although these traits are excellent, without personal integrity, authenticity, good faith, honesty, and decency, purposeful leadership may be short-lived or fail to attain its goals.

5. *Quality Management Policy, Responsibility, and Authority* - the minority of the respondents agreed that the organisation demonstrates quality policy, responsibility, and authoritative management; the majority of the respondents disagreed. The difference between these two groups was quite small, around 7% in favour of those who disagreed. Therefore, it seems that the *Management Policy, Responsibility, and Authority* need to change; it should be improved and upgraded to a better quality method. This is in line with the "*Quality Trilogy*" described by Juran (2003) that emphasizes the need for cross-functional management and the vital role of management in developing appropriate quality management through the delineation of policy, taking responsibility and asserting authority.
6. The majority of the respondents agreed that the Youth Village's *Management Policy regarding Organisational Structure and Allocation of Resources* was good; the minority disagreed. The difference between the two groups was quite large, around 35% in favour of those who agreed. When approximately a third of the participants indicate difficulties in this area, it seems that *Organisational Structure and Allocation of Resources* has to change. It must be taken into consideration when approximately a third of the employees did not agree with the way that management resources are allocated. This situation should change, by the enlistment and guidance of persons employed in determining the allocation of resources in the organisation. This change could lead to a significant improvement in quality management that would promote the state of the organisation as a whole. Sharan and Shahar (1990) suggested that organisational structure could be refined by moving

from a “*loose connections*” structure to a “*strong, interlaced connections*” structure. Zilberstein (1991) claimed that for effective operation of a school the staff should participate in decision-making processes and follow-ups on performance. This would create more democratic, mutual communication, in a climate characterised by openness and trust amongst the employees and could elevate the *Organisational Structure and Allocation of Resources* to a higher functioning level.

7. *Efficacy of Quality Management Systems* - the minority agreed that the organisation's quality management system is effective; the remaining respondents disagreed. Here the difference between the two groups was around 14% in favour of those who disagreed. It therefore seems necessary to act within the organisation to improve the *Efficacy of Quality Management Systems* to reach *high-level* quality, improving and upgrading it using an appropriate quality management method. Deming (1986) offered the tools and processes of Quality Management Systems measurement and controls as processes that an organisation could adopt in order to achieve deliverable quality. We concluded that quality assurance activities and quality control activities are in need to implementing quality management.

### **5.1.2 Discussion of findings emerging from open-ended questionnaire/interviews**

The following findings emerged from the open-ended questions in the interviews and open-ended questionnaires:

1. *Superior-Subordinate Relations* responses concerning this variable indicated that difficulties involved in superior-subordinate relations are the major obstacle to achieving managerial improvement in the studied institution. The employees think that improving teamwork, collaboration, and responsibility can contribute greatly to enhanced employment relations and directly improve the organisation's managerial achievements. On the other hand, the parents appeared to be quite deeply involved in interpersonal relations in the organisation even though they are only parents. The conclusion is that any managerial procedure is influenced by the *Superior-Subordinate Relations*. In other words, the disappointing *Superior-Subordinate Relations* in management of the A. Youth-Village can be understood as an incentive to improvement of the management method to increase appropriate quality management. As for the behavioural-based school, Simon (2003), distinguished and emphasised the concept of efficiency, regardless of values. He assumed that managers are efficient when the means they use are effective in achieving goals and objectives. This is performed by steering the employees' relationships with



management into a positive productive team. He claimed that efficiency is a purely functional concept and the organisation is an integrated system of people and social relationships. So long as the proposed incentives match the employees' expectations, the individual will remain in the organisation and maintain good personal and professional relations with their superiors and subordinates.

2. *Stakeholders' attitudes toward Processes of Change in Management* responses regarding this issue indicate there is awareness that the situation in the organisation is unsatisfactory and that there is a need for urgent changes. Nevertheless, all the respondents noted the introduction of computers, upgrading of buildings, and the improvement of pupil welfare as major changes made in the last years. They all agreed that further changes need to be performed urgently, particular those concerning management policies and strategies. Due to this impression, the conclusion is that employees' appropriate management methods should include improvement of involvement of those leading them promoting *Stakeholders' attitudes toward Processes of Change in Management*, towards additional impetus to managerial change. Studies on introduction of change, reveals that the reason for failure in introducing change is often a lack of knowledge and bad attitude towards change process. Friedman and Inbar (1992) claimed that education staffs were insufficiently versed in the required change; an incorrect application of knowledge provided to them concerning the change, and a misevaluation of the expected resistance led to failure in introducing change. In the present study, the respondents indicated their attitudes regarding several kinds of changes. Bar-Col (2006) and also Henry and Walker (2002) claimed that the problems of the dynamics of change, could be understood by rapidity and non-linearity on the one hand, with an equally great potential for creative breakthroughs, on the other just as was indicated by the A. Youth-Village employees.
3. *Attitude to Participation in the Research*, almost all the respondents' described their participation in the research in positive terms. They were very aware of the organisation's situation and the need for urgent changes in order to ensure its continued existence. After deliberation, although the researchers investigated and analysed responses to this subject he decided not to use these findings in the new theory because it only affected the validity of the participants' answers.
4. *Personal Change*, All respondents stated that they had undergone some kind of personal change within the framework of their respective jobs in the organisation. They understood

the importance of, and seemed willing to implement, personal as well as professional, changes to improve both themselves and the organisation. The pupils' parents also showed strong willingness to implement personal changes in order to improve themselves and the organisation. As indicated by Deming (1986) and Juran (2003), in managerial theories like QMS and TQM, it is very important to integrate the individual employee's personal change as part of the changes that are required in the institute. This leads to the conclusion that the employees and stakeholders *Personal Change* plays a productive role in changing the management method so that it will be more appropriate to the organisation's needs.

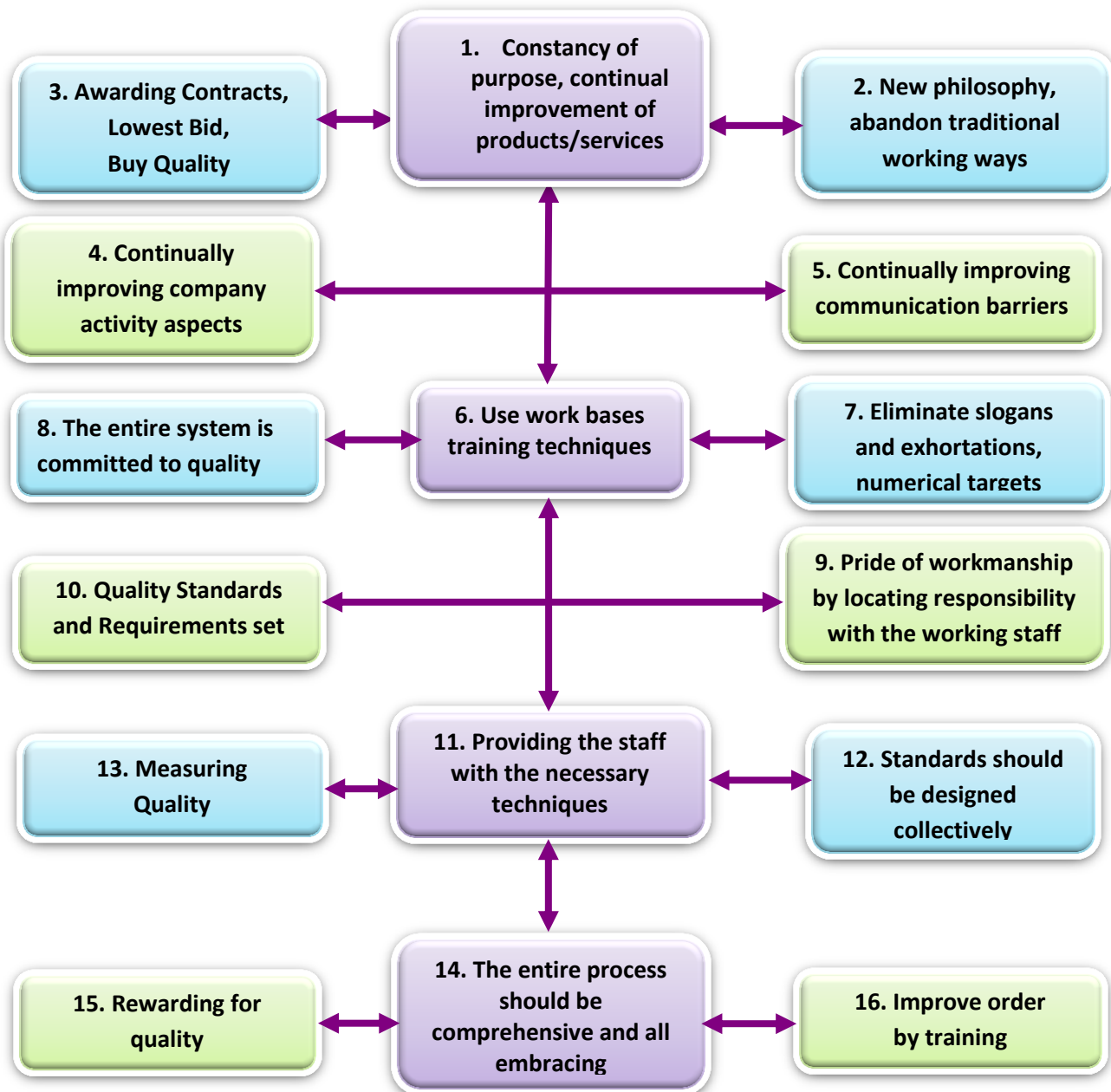
5. *Personal Career Improvement*, Findings showed that the respondents were willing to incorporate personal professional changes in order to develop their employment career. This leads to the conclusion that the employees' *Personal Career Improvement* was important to them, therefore this issue should be addressed when quality management is proposed. These employees' perceptions shows us, as noted in related literature, the extent of the knowledge they have about the latest introduced changes as they affect their respective present and future career positions in the organisation. As Samuel (2005) claimed the employee's state of mind, has a direct effect on the changes in their professional careers and on their attitude concerning the necessity for change. Therefore, scientific and technologic knowledge become the most valued assets for career success and lucrative employment (Harkins, 1992). It is noted that although the researcher asked the parents about this issue, he decided not to include their answers in the creation of the research model because they did not have any impact on the organisation management.
6. *Personal and Professional Development*, It appeared that respondents were willing to make the best of the opportunities available for study, advancement, improvement, and development in their personal and professional lives. The respondents also expressed some criticism concerning the school management staff, colleagues, and parents. This leads to the conclusion that employees' personal and professional aspirations for self-improvement must be considered when quality management is proposed. Deming (1986) indicated that quality management involves continuous improvement through quality control circles: establishing social circles to facilitate the improvement of employee work processes and increasing their efficiency while, at the same time, allowing them to demonstrate their individual professional skills. These circles encourage the sharing of knowledge with other employees as in the A, Youth-Village, thereby increasing the capabilities and skills of human capital, and achieving the by-products of refining existing processes and thinking about ideas for the future. The conclusion is that employee

appropriate management method should include involvement of the employees' *Personal and Professional Development*.

7. *Personal Managerial Practice*, the responses concerning this variable reveal the respondents open-mindedness, their willingness and ability to adjust to new management methods, including the parents' willingness to volunteer for work in the parents' committee. Therefore, it seems that their involvement in the management of the A. Youth-Village seems to be a significant value for the employees. In other words, the involvement of the employees in the actual management of the A. Youth-Village can be understood as the result of their motivation to improve and change the management method. Herzberg (1974) noted, that motivation is "*The nature of the beast*", underlying successful businesses, this was demonstrated by the A. Youth-Village employees' motivation to be involved and take part when necessary. The conclusion is that the appropriate management method for the studied institution should include involvement of the employees' *Personal Managerial Practice*.

Figure 5 below integrates the basic principles of existing managerial theory of Deming and Juran with understandings that emerged from the present research findings; each element is detailed below the diagram.

**Figure 5: Integration of main principles of quality management with the research findings**



- 1. Constancy of purpose, continual improvement of products/services** - create constancy of purpose for continual improvement of products and services – the staff need to be part of the team of innovators. The research found that the staff had not been part of the attempted changes in the youth village and that they had been imposed from outside. The staffs see the research as a way for them to inform the change process and influence it. They all expressed their belief that there was a need to improve continually the management and performance of the organisation and expressed their willingness to cooperate with such a process.

2. **New philosophy, abandon traditional working ways** - shift from inspection to integrating quality into every product and process. The research findings show that the professional staff members know how to create a new philosophy, sometimes in a more efficient and effective way than suggested by the traditional working methods.
3. **Awarding contracts, lowest bid, buy quality** - specify and buy quality – according to the research findings the A. Youth-Village and its management staff need to be willing to learn from experts how to improve their management methods.
4. **Continually improving company activity aspects** - engage in the process of continually improving, every aspect of company activity throughout the entire research, the staff members showed willingness to continually improvement, every aspect of the A. Youth-Village.
5. **Continually Improving communication barriers** - drive out fear by improving communication and break down organisational barriers. It is noted that although almost all of respondents live together in a small area, they raise their children together, go to the same dining room each day and attend the same activities all the time, a low level of communication barriers was reported and the respondents voiced their opinion that communication should be improved. Yet, the research findings also indicated that the A. Youth-Village staff members and the pupils' parents had developed strategies to improve communication and break down all kinds of barriers within the organisation.
6. **Use work bases training techniques** - to ensure that for leaders and managers, the emphasis must be on quality, not quantity. All of the management staff members of A. Youth-Village indicated that they participate in professional training programmes, each one training in his or her particular area of expertise and receiving new knowledge and training to better fulfil their role in the organisation.
7. **Eliminate slogans and exhortations, numerical targets** - the research findings demonstrate that slogans are not efficient. The findings indicated that the staff felt they had not been involved in the planning of targets – numerical targets are not considered meaningful unless they relate to issues that staff consider important, targets should be set with their participation, in simple clearly understood language and within timetables acceptable both to staff and management
8. **The entire system is committed to quality** - staff at all levels should begin to think about the concept of quality and its importance. It is essential that they change their perception of quality as a luxury and realise that it is a necessity – one could witness this process-

taking place as the research was conducted and staff and parents began to understand and embrace the concept of quality management.

9. **Pride of workmanship by locating responsibility with the working staff** - allow for pride of workmanship by placing responsibility on the worker and encouraging education and self-development. Most of the management staff is a self-improved staff, and they are proud of the A. Youth-Village. Staff members with extended working seniority, who have been working in the institution for many years, have a well-developed sense of personal responsibility. It is important to know that this institution has been through five wars, a drought, waves of immigration, years of rationing and financial difficulties, so that the staff takes, pride in the survival of their "*unit*" and have a strong sense of team spirit.
10. **Quality standards and requirements** - set standards and requirements of quality. It is of cardinal importance to define exactly what the standards of quality are in order to be able to meet them. Thus, whenever possible, one should define an excellence standard for every job and task, in a quantifiable manner. The management staff members need to define precisely what standards of quality are appropriate for their institution. The findings indicated that staff and parents had not participated in such a process in the past.
11. **Providing the staff with the necessary techniques** - the findings of the research showed that the A. Youth Village staff members are almost all willing to learn and act in a way that shows a commitment to quality. They are motivated and provided their perceptions of the standards of quality expected of them, as well as the necessary tools and techniques required in order to implement the desired changes.
12. **Standards should be designed collectively** - staffs are in the best position to judge what the reasonable organisational standards should be. Thus, they should take part in designing and setting the standards of quality for the performance of their tasks. Staff at all levels needs to know exactly what are the standards expected of them. The findings indicated that the A. Youth-Village staff members had not been involved in the design the appropriate standards together with all stakeholders.
13. **Measuring quality** - the measurement of achievements is a central part of all managerial theories. The findings indicated that the youth village staff members are willing to work harder, learn more about quality and make the needed adjustments. This includes being prepared to undergo assessments of their work. Some of the staff members indicated that assessments of their work until now had occasionally met the required quality standards, as part of the existing method of achieving quality.

14. **The entire process should be comprehensive and all embracing** - the A. Youth-Village staff members refer to quality as something obvious, and that is a mistake. In order to maintain quality there should be continuous staff development and implementation of their new understandings. Due to the fact that the A. Youth-Village is a dynamic organisation, new assignments, tasks, targets, and roles frequently arise; the staff's workmanship needs to be upgraded as new changes and requirements emerge. Without the persistent implementation of new understandings of change process stages, there will be no constant emphasis on quality.
15. **Rewarding for quality performance** - the research respondents indicated on more than one occasion, that although the personal assessments they received indicated that they had complied with required standards of quality, and that they were good and efficient workers, their achievements were not always recognised and rewarded accordingly. A. Youth-Village managers, at all levels, and individuals or units who successfully met quality standards received no raises, nor were their achievements acknowledged and rewarded in other ways.
16. **Improve order by training** - using training, in order to improve organisation performance. Whenever the assessments indicate that the quality standards have not yet been met, much consideration should be given to how to improve the level of performance. All staff whose work fails to meet the quality requirements must be trained, or receive any other assistance, in order to improve the quality of their work. Although the findings indicated that staff had undergone in-service training programmes, they all indicated that they felt they needed continuous training.

## **5.2 Emergent categories constituting new quality management theory**

Aharoni and Nachum (2000) listed nine guidelines for the integration of an organisation within its environment. Yet in light of the emergent categories from the findings of the present research, these nine guidelines appear insufficient since they do not consider various issues relating to the role of the individual employee.

Even if we add the main psychological variables, such as motivation and commitment that affects the degree of effort an individual is willing to make, as detailed by Vroom, (Globerzone and Eden, 1992). This still would not provide consideration for all the categories that emerged from the present findings; the categories of teamwork and motivation mentioned by Shlasky (2007) and Bar-Col (2006) should also be taken into account.

The research investigated staff and parents' perceptions of the existing management methods used during organisational changes in the A. Youth-Village; it also aimed to investigate their perceptions of appropriate management methods for the administration of the school in its new form.

These perceptions pointed up 24 different variables that should be considered when attempting to evaluate the youth village's present management and planning future management-

To construct an appropriate management theory that would allow evaluating the management of the studied youth village, the researcher mapped the 28 investigated variables (16 that were examined through the closed-ended questionnaire shown in Tables 12 and another 12 that were examined through responses to the open-ended questionnaire.

Two variables were eliminated even before the presentation of the analysis as less relevant to the research.

The two variables that were not included were:

1. Personal difficulties
2. Self-image

A further two variables were eliminated after the analysis was presented in CHAPTER IV: Findings

3. Attitude to Participation in the research
4. Clarification of attitude toward the research

The reasons that these variables were not included in the final list of variables that was later incorporated in the new management theory are:

1. The questions concerning these variables were originally added to the questionnaires to elicit personal information, to discover what the attitude of each respondent concerning the study and level of commitment to take part in the research process, to reveal any difficulties concerning the research, to relate to the respondent's self-image.

The findings indeed helped to understand that respondents voluntarily participated in the study, experienced difficulties in filling the open and closed questionnaires and experienced mixed emotions during the process. It appears that responses were important solely as background information, revealed personal details, for the research aims and considered personal aspects that might alter or deviate from the research goal.



2. These variables were considered irrelevant to the construction of the new theory. After the elimination of these four variables, the 24 variables that remained were considered the most relevant to the research. These variables were organised into five main categories: *Personal Attitude*, *Professional Development*, *Management Approach*, *Consumer Satisfaction*, and *Personal Improvement* (see Table 42 below).

For each category, there is one common denominator; the components included in each category define its internal structure. The researcher mapped the respondents according to their answers to the respective categories, thus allowing him to understand personal and collective perceptions of the existing management method and the ideal management method for the A. Youth-Village.

These categories were then used to form new theory that could guide the process of internal improvement of the organisation, to enhance managerial effectiveness. Further, a management model was devised specifically for managing the studied educational organisation that included a youth village and school.

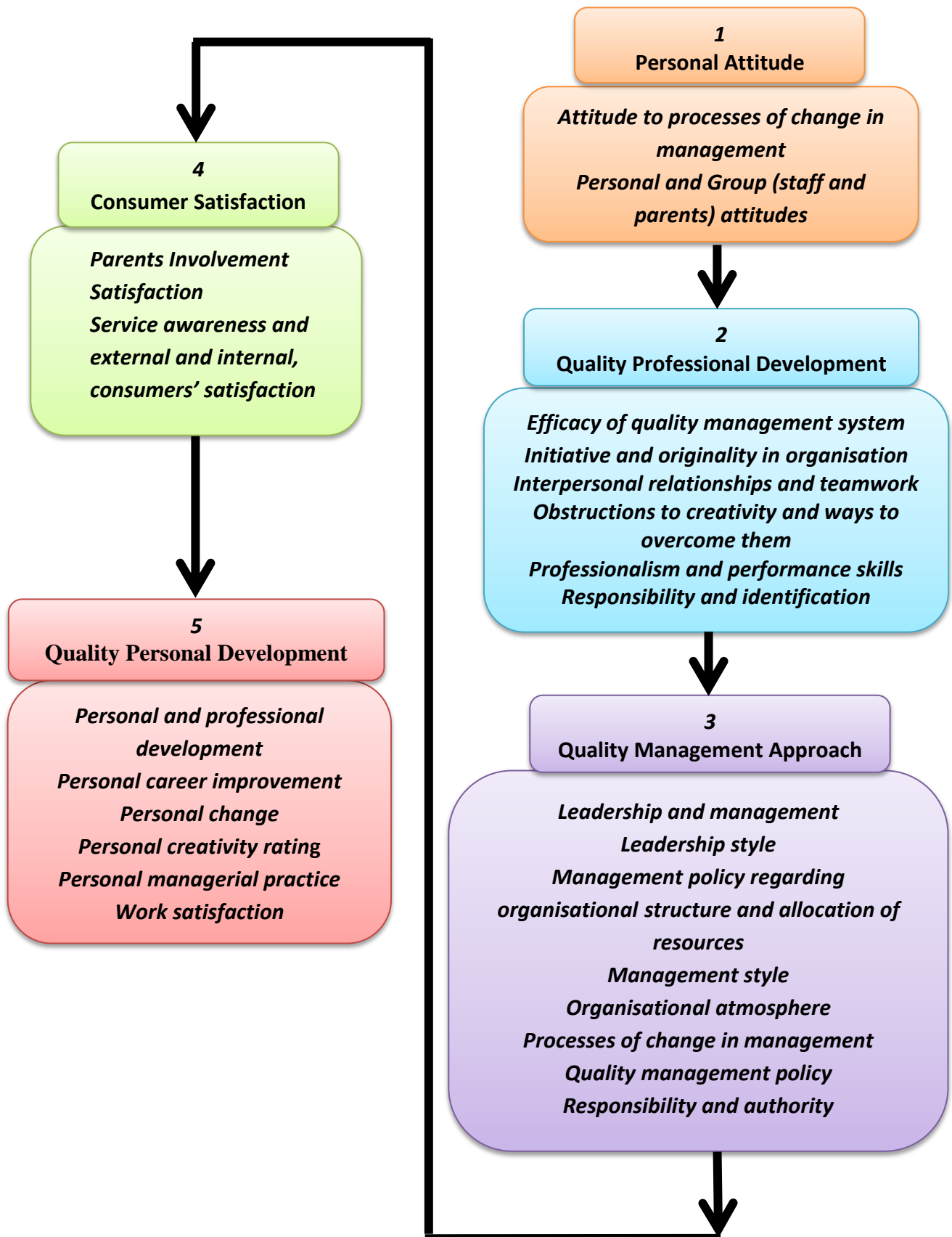
Table 42 below presents the five emergent categories and their constituent components.

**Table 42: Five emergent categories and their constituent components**

<b>Category</b>	<b>Component</b>
<b>Personal attitude</b>	<ol style="list-style-type: none"> <li>1. Personal attitude toward change processes in management</li> <li>2. Collective attitude of managerial staffs and of parents toward change processes in management</li> </ol>
<b>Quality professional development</b>	<ol style="list-style-type: none"> <li>1. Efficacy of quality management system</li> <li>2. Initiative and originality in organisation</li> <li>3. Interpersonal relationships and teamwork</li> <li>4. Obstacles to creativity and ways to overcome them</li> <li>5. Professionalism and performance skills</li> <li>6. Responsibility and identification with the organisation</li> </ol>
<b>Quality management approach</b>	<ol style="list-style-type: none"> <li>1. Leadership and management</li> <li>2. Leadership style - social/democratic vs. authoritarian/task-oriented</li> <li>3. Management policy regarding organisational structure and allocation of resources</li> <li>4. Management style</li> <li>5. Organisational atmosphere</li> <li>6. Processes of change in management</li> <li>7. Quality management policy, responsibility and authority</li> <li>8. Superior-subordinate relations</li> </ol>
<b>Quality consumer satisfaction</b>	<ol style="list-style-type: none"> <li>1. Parents' involvement satisfaction</li> <li>2. Service awareness and (external and internal) consumer satisfaction</li> </ol>
<b>Personal improvement</b>	<ol style="list-style-type: none"> <li>1. Personal and professional development</li> <li>2. Personal career improvement</li> <li>3. Personal change</li> <li>4. Personal creativity rating</li> <li>5. Personal managerial practice</li> <li>6. Work satisfaction</li> </ol>

Figure 6 below represents these five categories and the interrelations between them.

**Figure 6: Five interrelated categories**



As can be seen from figure 6 above the new managerial theory consists of five main categories of components that should be considered in order to evaluate the ability of the management of an educational organisation to undergo change. Although the theory is constructed on the foundation of the theories of Deming and Juran, it includes additional categories not considered in these theories, which the research indicated to be essential elements in the management of the studied institution. The five categories are considered in a structured process beginning with clarification of the stakeholders' (staff and parents) attitudes towards change in managerial practice. The professional and performance level of the stakeholders' is then considered, followed by the management style employed in the institution and then consideration is given to the attitude towards and treatment of consumers. Lastly, the theory considers the personal and professional development of the staff and the level of their work satisfaction.

The meaning and significance of these five categories that should be considered as part of the new management theory is now explained

### **1. *Personal attitude :***

*1.1. Personal attitude toward change processes in management.*

*1.2. Collective attitude of managerial groups and of parents toward change processes in management.*

- **Meaning and significance:** the *Personal Attitude* category includes the individual staff members' and parents' attitudes towards management issues, management change, organisational changes. *The Collective Management Attitude* relates to the attitude of the group of staff members as a whole, and the attitude of the parents' group as a whole. This category is one of the central categories gleaned from this research.
- **Place in new theory:** this category emerged from the respondents' opinions and perceptions and has a special role in the new theory as the first matter to be considered when planning organisational change. If the attitude of the staff and other stakeholders' toward planned, change in the organisation is positive this facilitates the implementation of the change.
- **Assumptions and implications:** it is assumed that the stakeholders' attitudes towards activities in and management of the institution, are meaningful and can contribute to an understanding of the organisation and point up issues for alteration.

- **Importance:** extant management theory indicates that any change in management towards quality management needs first to receive the employee's positive support toward the requested change.
- The main obstacle in achieving organisation improvement often stems from employee resistance to change.

## 2. *Quality professional development:*

*2.1 Efficacy of quality management system.*

*2.2 Initiative and originality in organisation.*

*2.3 Interpersonal relationships and teamwork.*

*2.4 Obstructions to creativity and ways to overcome them: Professionalism and performance skills.*

*2.5 Responsibility and identification.*

- **Meaning and significance:** the Professional Development category relates to the personal development of the educational institution's staff and is important for the creation of the new theory, since it includes all the components relating to personal motivations identified during the research.
- **Place in the new theory:** the researcher chose to include Professional Development as a central component of the new theory. This represents the importance attributed by the researcher to personal motivations.
- The staff's desire to advance professionally and to advance their careers is a positive component of any organisation's ability to achieve quality management. It is important for the management to recognise staff needs for professional advancement and the benefits that it brings to the organisation and to provide opportunities for improvement of professional knowledge and skills.
- **Assumptions and implications:** If the staffs see that, their professional development leads to the advancement of their careers they will have increased motivation and identification with the organisation and will express less resistance to change.
- **Importance:** this category must be have significant part in the structure of the new theory for the reason that the study found that employees want, like everyone else, to advance professionally and advance their careers. Professional advancement of the staff increases the possibility that quality management can be achieved improving the probability of the organisation's success and improved products. Better professional skills reduce obstacles to reach quality management.

### 3. **Quality management approach:**

3.1 *Leadership and management.*

3.2 *Leadership style – social/democratic vs. authoritarian/task-oriented.*

3.3 *Management policy regarding organisational structure and allocation of resources.*

3.4 *Management style.*

3.5 *Organisational atmosphere.*

3.6 *Processes of change in management.*

3.7 *Quality management policy, responsibility and authority.*

3.8 *Superior-subordinate relations.*

- **Meaning and significance:** management approach includes the major components that ensued from research and reveals attitudes towards relates to the different aspects and functions of management functions.
- **Place in the new theory:** management approach is another major milestone in the researcher's new theory, based on analysis of eight basic variables.  
The list of components comprising this category relates to the different facets of management and each should be considered in the evaluation of the organisation's management. Consideration of all these facets enables the construction of a broad picture of the organisation's management capabilities and difficulties in order to decide which quality management model would be most appropriate to cope with these difficulties.
- **Assumptions and implications:** consideration of these management category forms the foundation for the construction of management theory appropriate for the particular institution.
- **Importance:** understanding the way in which the organisation operates according to consideration of these categories enables a management system to be adapted to the specific needs of the organisation.  
This system can then consider any difficulties involved in the previous category: stakeholders' attitudes to change and begin to cope with achieving the organisation's goals and improving the service to consumers.

### 4. **Consumer Satisfaction:**

4.1 *Satisfaction of involved parents.*

4.2 *Service awareness and consumer (external and internal) satisfaction.*

- **Meaning and significance:** consumer satisfaction level indicates the level of the educational institution's service awareness and sensitivity to ability to produce consumer

satisfaction. The organisation's ability to satisfy consumer's needs is an important indication of the institution's ability to produce quality products.

- **Place in the new theory:** consumer satisfaction level Inclusion of this category in new theory will ensure that the consumer's point of view is taken into consideration. It reflects the importance of consumers' (parents') opinions as an indication of the level of the organisation's products.
- **Assumptions and implications:** implementation and promotion of the new theory necessitates checking not only internal, but also external components. The researcher assumed that the reality revealed in the feedback from consumers was, indeed, the reality to be considered.
- **Importance:** this category was seen as an important component of new managerial theory for three main reasons:

There should be constant improvement in the organisation's managerial quality.

The quality of work must be improved, as the attitude of the employees, (in the present case, teachers and all levels managers) towards consumers (pupils and pupil parents). That is necessary as well as in the quality of the organisation's 'outputs', namely, in the case of a school, the pupils' grades and their image as graduates of an educational system. Thus, the organisation should address the needs of consumers and provide the highest possible level of service.

Staff and parents indicated that it is very important to give and receive high quality service.

Essential element of the vision of the youth village and school indicates that everything should be done to enable each pupil to successfully graduate from the course according to his abilities, and to prevent dropout and failure.

5. ***Quality personal improvement:***

5.1. *Personal and professional development.*

5.2. *Personal career improvement.*

5.3. *Personal change.*

5.4. *Personal creativity rating.*

5.5. *Personal managerial attitude.*

5.6. *Work satisfaction.*

- **Meaning and significance:** the Personal Improvement category relates to the personal improvement of the educational institution's staff. Human capital is one of the most important resources of the organisation. This issue should be maintained, and fostered to enable continual improvement of its capabilities. Attention should be given to the components that relate to the personal motivation of each member of staff. If staff lacks knowledge, motivation, and commitment to the organisation they may resist change and improvement. This category plays major role in creating new theory, including all its components dealing with personal motives that emerged from the research.
- **Place in the new theory:** since respondents' gave strong mode grades to this issue in the research results, Personal Improvement is placed at the centre of the theory. In line with TQM that requires continual improvement of staff, Personal Improvement is an essential component of the new theory.
- **Assumptions and implications:** placing personal improvement at the centre of the research assumes that without consideration of the needs of the staff the organisation will not be able to operate as a quality organisation. Staff must receive attention for their abilities should be updated and enriched. It needs to cope with the challenges of new technology and knowledge.
- **Importance:** that produced this new theory was based on the assumption that the human element of the organisation is the starting point for any managerial theory. For this reason, the research relied on the views of staff and parents (consumers) in order to build the picture of the existing management system of the A. Youth-Village organisation.
- If the organisation is sensitive to the needs of its human resources and nurture the staff, expanding their education, improving working conditions, promote them and plan a professional career with them the probability that the organisation will be successful in



attaining its goals is improved. Lack of attention to these points may lead to staff resistance and inability to produce quality products.

The five above-mentioned categories are the researcher's main foundation stones of his new management theory based on existing quality management theory, with consideration of staff and parents' perceptions as expressed in the research findings interpreted in light of the researcher's knowledge, and experience.

These components can be used to form an advanced managerial system that is concerned to improve the staff's management capabilities taking care to ensure professional advancement and employee satisfaction, promoting a high quality management system and improving consumer satisfaction.

## **Summary of chapter V**

This part ties together all the various findings, discussing the respondents' perceptions regarding the 24 basic research variables as they correlate with previous theory and research. The discussion concludes with the division of the various identified variables into five main categories considered essential for the appropriate evaluation of the studied youth village. The conclusions from the above discussion are used in the next chapter as the foundation for the development of new theory.

An operative management model is then proposed to assist the staff to fulfil the goals of the A. Youth-Village including appropriate programmes for improving, promoting, and developing teamwork within the A. Youth-Village.

Next in Chapter VI, we will see how the researcher presents the conclusions drawn from the discussion of the findings that emerged from the various data collection tools. Next, the factual conclusion and the conceptual conclusions are been presented as they draw the new managerial theory, the *Ed.QMS* - Educational Quality Management System.

## CHAPTER VI: CONCLUSIONS AND RECOMMENDATIONS

### Preview

This chapter presents the conclusions drawn from the discussion of the findings that emerged from the various data collection tools. Integration of traditional management theories with the findings of this research led to conclusions that are factual and conceptual as well. The chapter starts with a presentation of the factual conclusions in answering the research questions and then the conclusions concerning the A. Youth-Village as an organisation and Conceptual Conclusions. Then the new theory, the *Ed.QMS* - Educational Quality Management System and its implementation on educational managements is described, ensuring the maintenance and improvement of values. Next is the Adaptation of the new *Ed.QMS* Theory to create an operative management is presented together with its components. After this, the Practical implications and future research are suggested and an application of the five component processes of *Ed.QMS* is presented. The chapter ends with the presentation of this research limitations and the contribution of this study to knowledge.

### 6 Factual conclusions

#### 6.1 Answering the research questions

The research questions that guided this study addressed the managerial components that comprise employees and stakeholders' perceived appropriate management methods used following organisational change in A. Youth-Village boarding school. In answering this question, on the factual level, the evidence from the research shows that managerial staff members of the A. Youth-Village each have a different outlook regarding the research variables. The *high-level* of difference seems to indicate a lack of cohesion and uniformity among the staff that greatly influences the achievements and performance of each member of the managerial staff.

Another conclusion from the research findings is that the staff needs and wants to upgrade its management methods and techniques. It was also clear that the parents did not always agree with the youth village's managerial staff. This difference of opinion between staff and parents may have a negative effect on issues relating to the staff-parent relations.

### **6.1.1 Factual conclusions concerning the A. Youth-Village as an organisation**

The following conclusions were derived from the analysis of the respondents' views of the 24 chosen variables. The first sections relate to the percentage of the respondents who noted the particular variable as an important consideration in the closed-ended questionnaire.

A higher percentage indicates that the variable should be included in the new theory. These conclusions are presented according to the five emergent categories of variables described in CHAPTER V above that are later used as five building blocks for new managerial theory.

### **6.1.2 Personal attitude to process of change**

Findings relating to personal attitude to change process show willingness to participate in a change process. Moreover, a decline to participate in this change process was minimal, but indicated lack of belief in improving the organisation.

When asked about their *Attitude to Processes of Change*, the majority of the respondents noted that they were willing to participate in a change process. The minority disagreed. Those who were unwilling to implement or participate in a change process indicated that this was mainly because they did not believe that it would lead to any real improving changes in the organisation.

The practical conclusion of the research on this topic is that when planning change procedure in organisation management must be sure that the majority of the employees have positive attitude towards this change process. Without it, the prospects of the process of change will be very low and is probably fail.

### **6.1.3 Quality professional development**

With regard to the next issues: *Efficacy of Quality Management Systems, Initiative and originality in the organisation, Interpersonal Relationships and Teamwork, Obstructions to Creativity and Ways to overcome them, Professionalism and Performance Skills, Responsibility and Identification* we can conclude one major practical conclusion.

The practical conclusion of the research on this topic is that quality improvement plan is the commitment of management and employees as part of a quality improvement plan.

This finding would therefore appear to auger well for the implementation of any planned changes, since there would presumably be few difficulties concerning the willingness of the staff to invest efforts for the benefit of the organisation.

### 6.1.4 Quality management approach

With regard to the next issue: *Leadership and Management*, the conclusion from this finding is that management will follow through in achieving necessary changes and modifications. The parents' and staff provided high appraisals for the level of leadership and management in the organisation, which seems to indicate that there are few frictions and high satisfaction levels for both performers and those for whom the assignments are been performed. Although these may be excellent traits, without personal integrity, authenticity, good faith, honesty, and decency, leadership will lack ethical potency and may therefore be less effective, so that these elements should also be consider in any new management theory.

With regard to their assessment of the organisation's *Leadership Style – Social/Democratic vs. Authoritarian/Task-Oriented* the factual conclusion from this finding is that management should be more democratic and less hierarchic.

The majority of the respondents agreed that the *Management Policy Regarding Organisational Structure and Allocation of Resources* are good; the minority disagreed. That means the management know what they are doing with relation to organisational structure and allocation of resources but they have to improve.

With regard to *Management Style* issue, the factual interpretation may be that some of the staff were and might in the future be unable to adjust to a new management style because their management style is seems as unsatisfactory. Operating as an integrated system in order to fulfil goals and objectives, finding of a *slightly high* rating for management style may indicate that an authoritarian/task-oriented style is prevalent in the organisation. This is in contrast with a more liberal style characterised by free movement and activities, which are not dependent upon the manager, and the manager is no more than an instrument used to cope with pressures and crises. The advantage of such a liberal management style might be to allow employees to work in a more creative and less restricted manner.

In the case of *Organisational Atmosphere* in the organisation, staff had positive feelings concerning the organisation and there were indications that the management is devoted to and caring towards its staff. Nevertheless, the respondents indicated that the level of authority appears low. The minority disagreed with the above statements. That means, in fact, that the atmosphere should be one of the considerations investigated in any new management model and improved in to more good and cooperative atmosphere.

With regard to *Stakeholders' attitudes toward Processes of Change in Management*, the respondents all agree that further changes need to be performed urgently, particularly those concerning management. It appeared that the respondents wanted to give additional impetus to the change and to update the performances of the school and youth village. There was also an impression that they wanted to exploit the wind of change to alter many other matters in the youth village that they felt might otherwise be overlooked.

The fact that they had not been consulted before the changes meant that the research was their only opportunity to voice their views on these issues.

With regard to *Quality Management Policy, Responsibility, and Authority*, the fact is that almost half of the participants think that the management should move towards Quality Management policy, assuming greater responsibility towards the institute and demonstrating its authority while also delegating authority.

In response to the variable *Superior-Subordinate Relations*, the staff respondents indicated that difficulties involved in superior-subordinate relations are the major obstacle to achieving managerial improvement. The factual conclusion is that improving teamwork, collaboration, and responsibility could contribute greatly to enhanced employment relations and directly improve the organisation's managerial achievements. On the other hand, the parents appeared to be quite deeply involved in interpersonal relations in the organisation. That can lead to the indication that they should continue working hard to maintain good personal and professional relations with the functionaries with whom they are in contact and have established their own management perspectives. It therefore seems that they should take a part in any change process in the organisation as they have suitable skills and qualities to contribute and aid the change process.

#### **6.1.5 Quality consumer satisfaction**

When regarding to *Parents Involvement Satisfaction*, the factual conclusion is that the stakeholders are satisfied with their involvement in the organisation. The conclusion is that we can recruit parents to collaborate and help the organisation during change processes.

In the issue of *Service Awareness and (External and Internal) Consumer Satisfaction*, the factual conclusion is that the level of service awareness and consumer satisfaction, (external and internal), must remain very high. With regard to the studied case: the A. Youth-Village, the pupil and his parents constitute the consumers, whose desires and wishes are being considered by the organisation. The conclusion of this finding is that service awareness is

important as a factor that increases the probability of improving the products appears to be high and should be a component of new management theory.

#### **6.1.6 Personal improvement**

When dealing with *Personal and Professional Development*, the majority of the respondents appeared willing to make the best of the opportunities available for study, advancement, improvement, and development in their personal and professional lives. The factual conclusion in this issue is that we should consider personal development programme to employees and stakeholders together. The circles within which the staff and parents develop in their daily life contact will create a learning community. The respondents also expressed some criticism concerning the actions or lack of action of school management staff, colleagues, and parents. This would seem to indicate we should pay more attention to the respondents' aspirations for self-improvement.

With regard to *Personal Career Improvement*, due to staff respondents the factual conclusion is that they we should increase the willingness of them to incorporate changes. That is in order to promote their personal and the institution's progress and to gain indication that positive attitude towards employee development is crucial. After some deliberation, the researcher decided to include only employees' respondents' perception and not to include any analysis of the parents' answers to this question. This is because the parents' personal career improvement considered not relevant to this research.

With regard to *Personal Change*, because the majority of the respondents stated that they had undergone some kind of personal change within the framework we can conclude the next factual conclusion. We should promote special development programme for staff members to gain more understanding of the importance of *Personal Change* during change process. That can be perform with employees and stakeholders due to the willingness of them to implement personal, as well as professional, changes in order to improve both themselves and the organisation.

In the case of *Personal Creativity Rating*, the factual conclusion therefore should consider treating personal creativity as a part of a new managerial method, because of its importance in achieving useful upgrading for the organisation and due the fact that creative workers constantly replenish it.

When dealing with *Personal Managerial Practice* we revealed the respondents open-mindedness, their willingness and ability to adjust to new management methods, including the

parents' willingness to volunteer for work in the parents' committee. This leads us to the conclusion that employees should recognise the importance of incorporating technological improvements in the organisation. We should consider these indications, which all stakeholders' personal managerial practice and abilities as part of a new quality management model.

In the issue of *Work Satisfaction*, we saw highly motivated employees express satisfaction with their job and the organisation, a *high-level* of commitment to the organisation and stronger and more effective performance. This finding leads us to the factual conclusion that management should motivate and driven to gain employees *high-level* of *Work Satisfaction*. That will appear an indication for staffs participate cooperatively in decision-making processes and follow-ups on performance, leading to a democratic and mutual communication. This is an important component for new management theory for this institution.

These five categories combined with main principles of quality management were consider valid criteria for the formation of successful effective management theory that could serve the three levels of management of the A. Youth-Village. The theory is been presented below as the conceptual conclusions of this study.

## **6.2 Conceptual conclusions**

### **6.2.1 Ed.QMS - Educational Quality Management System**

Having studied the prevalent traditional management methods it seems that probably, they will not tailored to meet all of the needs of educational institutions, and that they were insufficient. Moreover, this study showed that they failed to consider other relevant components needed by the organisation and its employees to achieve the desired quality of management and to attain organisational goals.

From the evidence gathered from staff and parents, five new categories of components emerge to be significant considerations when assessing the management of an educational institution:

- 1. *Quality management approach***
- 2. *Personal managerial practice***
- 3. *Professional quality development***
- 4. *Consumer satisfaction***
- 5. *Personal quality improvement***

For operating the new theory on the field, the new applicative model of applications includes, in addition to five main categories, two umbrella concepts. These were invented so the implication of the theory will be more structured and practical:

**1. *Personal aspects***

**2. *Managerial and professional aspects***

Realisation of the new five-category theory, namely *Ed.QMS*, with the categories as and to umbrella concepts, will enable an actual implementation and allow appropriate and more structured procedure within the A. Youth-Village organisation.

These five basic concepts, when they are subject to the umbrella concepts, formed the basis for an evidence-based theoretical model for the management of a complex organisation such as the A. Youth-Village.

The proposed theory: Figure 7 below illustrated the new *Educational Quality Management System Theory - Ed.QMS*.



**Figure 7: *Ed.QMS* - components of Educational Quality Management System Theory.**



The theory described in figure 7 above, dubbed the Educational Quality Management System - *Ed.QMS* is designed to support the operation of a well-managed quality educational organisation.

The name, *Ed.QMS* was chosen primarily, because the theory is based on the perceptions of management staff and pupils' parents regarding a management system suitable for an educational institution.

Figure 8 provides a graphic representation of the *Ed.QMS* theory as a sort of managerial flow chart that begins with the quality management approach and then develops simultaneously in two dimensions:

1. The first dimension is the *Personal Aspect* that includes *Personal Managerial Practice* and *Personal Quality Improvement*. This dimension relates to personnel issues, the human resource; the improvement of the organisation human capital. Here the organisation ensures that employees have the necessary and knowledge for managerial practice together with personal quality improvement, reinforcing their willingness to improve their skills and their motivation for self-improvement. Care for these considerations ensures improvement of personnel toward a *high-level* of quality management.
2. The second dimension includes *Managerial Aspects* and *Professional aspects* that lead to *Professional Quality Development*. This dimension relates to managerial issues regarding professional aspects related to the employee's role and professional quality development in the role he takes at the organisation. In a 21<sup>st</sup> century educational organisation this includes pedagogic knowledge relating to teaching and learning, and continual updating of knowledge to meet the demands of technological and information media changes. Consideration of the needs for development and improvement of these professional aspects, will adjust employees' professional fitness to produce high quality products.

From this point, these two dimensions (personal and professional quality improvement and development) converge to feed an additional dimension, relating to *Consumer Satisfaction*, the most important milestone issue that represents the attainment of the organisation's goals. In the present case, the consumers are the pupils and the pupils' parents. In this ultimate dimension, the main issues considered are the satisfaction of the organisation consumers in relation to the organisation has yielded outputs.

The representation of the *Ed.QMS* in figure 8 above, shows integration of the underlying principles of the traditional management theories, and adjusts them to the culture of the educational organisation of this research.

To implement the theory various categories of values needed to be considered the implementation of values and possible obstacles needed to be considered.

## 6.3 Implementation of *Ed.QMS* by educational managements

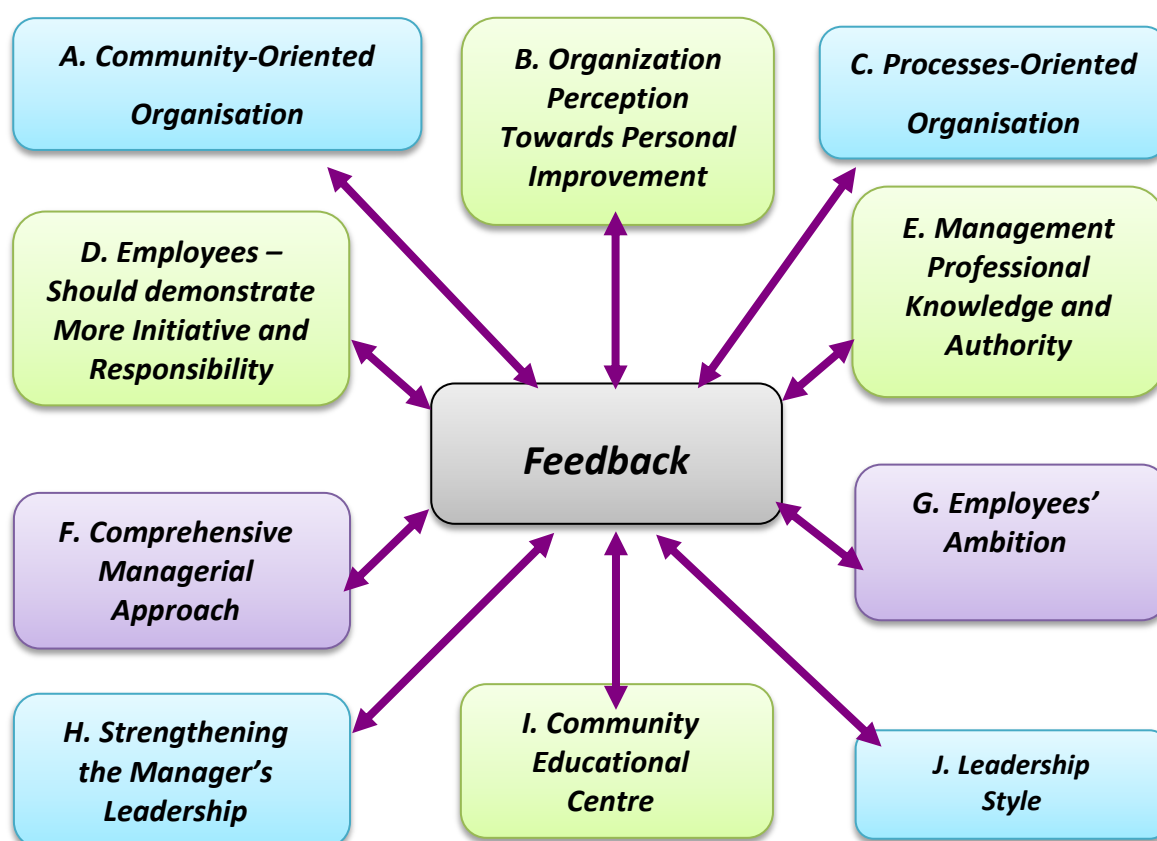
### 6.3.1 Ensuring the maintenance and improvement of values

This adaptation is the result of the integration of the perceptions of the institution's staff and consumers (pupils' parents), perceptions that were reflected in the creation of a list of management values, which are held in high esteem by the respondents in the A. Youth-Village. It was clear from the respondents' views that these values would need to be put into practice and supervised with continual follow-up in order to realise quality management in the youth village.

The values are represented below in figure 8 and explained in detail following in figure 9.

**Figure 8: *Ed.QMS* – educational quality management system**

#### Ensuring maintenance of values



The chart shown in figure 8 above relates to the following values as part of the new *Ed.QMS* theory:

- A. This is a consumer-oriented organisation, which focuses on the needs of the pupils and their parents. It is assumed that increased involvement of the organisation's consumers in the operation of the institute will produce increased consumer satisfaction.

- B. Encourage attitudes that lead to professional and personal improvement of the employees. Employees that improve themselves both personally and professionally have greater potential to develop their career, work satisfaction, creativity rating and managerial practice.
- C. Becoming a processes-oriented organisation necessitates constant improvement of the managerial processes. Personal and professional development can be achieved by increasing the efficacy of quality management systems, and by improving interpersonal relationships among staff members, thus enhancing the quality of teamwork.
- D. Employees should be encouraged to show more initiative and originality within the organisation, by increasing their sense of personal responsibility and identification with the educational institution's targets and goals. The expression of superior-subordinate personal relations should be handled with care, with improved interpersonal relations, towards of individual work programmes for each employee including supplementary studies and promotion paths.
- E. All staff members need to have professional knowledge and authority, in order to develop organisational processes that would allow for an on-going dialogue between the institution's management, pupils and pupils' parents.
- F. The organisation needs to have a modern comprehensive managerial approach. This approach can be achieved by including a well-founded management policy, an updated organisational structure, and by wise allocation of the human and economic resources.
- G. Employee ambition – introducing processes of change in management towards a clear and more transparent Quality Management policy, and encouraging the pupil's parents, management and staff members to join forces in a partnership to enhance their sense of responsibility and authority.
- H. Updating and modifying the leaders' management style, while increasing the personal leadership ability of the organisation's managers.
- I. Encourage organisation's role to be leading educational centre for the community, reinforced by its geographic, political and historical location. The parents' satisfaction concerning their involvement in the organisation, as expressed in the research findings indicates that the organisation is able to fulfil this role.
- J. Authoritarian and task-oriented style within the educational institution should be taken in to consideration and may need to be revised and reformed as the organisation changes.

Table 43 compares the new *Ed.QMS* theory with previous managerial theories on which it was based:

**Table 43: Comparison of traditional management theories with the *Ed.QMS* theory**

Topic	TQM/EQM Deming	TQM Juran	Ed.QMS Bilu
<b>The Approach</b>	Total/Educational Quality management	Total quality Management	Educational Quality Management System
<b>Defining Quality</b>	Diminishing variance	Adjustment to use by commercial institutions	Adjustment of the theory to meet perceptions of education institute staff
<b>Quality Price</b>	Quality is not free	The adjustment of quality saves money, quality of design costs money but leads to competitive improvement	In addition to management measurement of quality, quality gap- is-measured by the educational organisation's consumers when assessing efficient use of facilities and equipment
<b>Statistical Quality Control</b>	Much emphasis	Emphasising the perception	Strong emphasis is given to the staff's perception of their managerial practice assuming that their attitudes influence their managerial style and work.
<b>Motivation</b>	The management controls the problems and the latter influences the employees' motivation.	Necessary consideration but incapable of supplying an exclusive solution	Motivation is essential but motivation needs to be accompanied by support for creativity, innovation and staff professionalism
<b>Suppliers' commitment</b>	The demand for improvement comes from consumers and is not initiated by the organisation	Mutual relations and dependence between supplier and consumer in technological/managerial fields	Mutual professional relations between A. Youth-Village as the education supplier and pupils and parents as the consumers leads to continual improvement process and joint innovation in relation to academic achievements
<b>Management</b>	The leading of quality	Essential change in modes of management	Educational institute managers serve as visionary agents of change and lead the implementation of change

## 6.4 Adaptation of the *Ed.QMS* theory to create operative management

Consideration of the five main categories of components that emerged from the research findings led to the emergence of new managerial theory that supplemented traditional managerial theories with additional variables as described above. The objective was to use the new enlarged managerial theory to guide the construction of a new organisational structure and management model for the studied educational institution, the A. Youth-Village.

Like traditional management theories, the new theory relates to seven main topics as shown in Table 43 above. The *Ed.QMS* theory provides guidelines for the identification of areas needing change and the consideration of variables that emerged from the research findings during the implementation of necessary change within the Youth Village.

To implement the implications of the new theory in the studied organisation, the structure of the present organisation needs to be understood. It is clear from the findings that the organisation is a relatively closed organisation. These models rely primarily on internal organisational processes and dynamics to account for organisational, group, and individual behaviours. The central management objective addressed in these models is the efficient running of the organisation.

Based on that understanding, we can identify three basic divisions within the organisation that will be responsible for the implementation of the management model:

1. The Management Division (**MD**) - *High-level* management staff
2. The Labour Division (**LD**) - Medium level management staff
3. The Specialists Division (**SD**) - Low level professional staff and parents acting as members of the parents' committee

The aim was to use the new theory composed of the five main to build a new managerial model that can be applicable for the three levels of management in the A. Youth-Village described above.

Strategic model of *Ed.QMS* new theory implementation on the field is been presented more specifically in appendix 4. Every component of the new theory is presented by illustration, by definition, by the required activities to achieve objectives performed, by managerial aspects involved, and influenced by the activity with detailed principle explanations

## 6.5 Practical implications

The proposed *Ed.QMS* Theoretical model aims to achieve management performance enhancement, and forms the foundation for the implementation of more effective management of the A. Youth-Village as follows:

1. This model, offers a powerful managerial tool adopting an output-oriented approach. It requires the clear definition of performance goals for all employees, and the managers' strong commitment to the process, with each employee assuming individual responsibility for the success of the changes.
2. This proposed performance enhancement process promotes the absorption of an output-oriented managerial approach at all levels of management throughout the organisation. Managers achieve their organisational goals by converting them into personal and departmental goals. Personal goals for each employee are defined through dialogue between the employee and the manager.
3. Defining personal goals necessitates the development of a programme to improve employee performance and personal and professional development through open dialogue between the employee and their manager. This improves the intra-organisational communication in general, and particularly improves the communication between the manager and employee. This dialogue helps in assimilating a culture of sharing within the organisation, which in turn promotes and encourage coordination between the different components of the organisation, thus enhancing overall effectiveness.
4. One of the products of the process is a programme designed jointly with the employee, which specifically defines the areas for improvement and self-development. These specific definitions allow the organisation to effectively allocate resources for the focused development of the individual employee, and to keep a simple track of how the programme is being executed.
5. This performance enhancement model involves a comprehensive and valid assessment of every employee based on a variety of sources of information. This method allows the organisation to respond to complex work environments, in which some of the employees conduct professional interactions with several managers, or are administratively subordinate to several managers, while other employees maintain few working relationships with their direct supervisor.

Difficulties are sure to arise in the implementation and assimilation of this model within any organisation where other factors such as cultural differences may come into play. Several

challenges emerged during the implementation of the model in this Israeli multicultural educational institution. Like any hi-tech or other commercial firms, the organisation needed a modern managerial structure that could provide clear professional solutions; the *Ed.QMS* was proposed to fulfil this goal. The model needs specific adaptation to each organisation, considering the specific context and location.

Next, the five-component model derived from the new *Ed.QMS* theory is explained in a more detailed manor for implication in the field.

## **6.6 Limitations of the research**

The limitations of this research derive directly from the essence of mixed qualitative and quantitative methodology. As noted by several researchers, the strengths of a qualitative research are its weaknesses and this is true for quantitative research.

### **6.6.1 Research methods related biases**

The use of semi-structured interviews necessarily involves a certain amount of bias and reactivity by the respondents, because of their tendency to ‘social desirability’ arousing doubt regarding the veracity of the interviewee's words. When asked questions in an interview, respondents may wish to please the researcher, especially when they have known him for some period, in this case the researcher ignored the data collected.

To avoid this, the researcher addressed this issue at the outset of each interview, assuring respondents that collected data used only for research purposes only, and highlighting the significance of genuine data, in order to increase their awareness of the importance of ‘real’ reactions and responses.

Another common problem with interviews is the extent to which the researcher influences the situation under study (Robson, 2002).

Thus, too the use of two structured closed-ended questionnaires booklets with multi-layer questions put in question the level of truthfulness of respondents’ answers. Because of the large number of questions (504 in total), it was very important that the respondents should fill in all questions truthfully. To ensure completion of all the closed questions in questionnaires the researcher met with each of the respondents and explained the importance of filling out all the questions without skipping, or shortcuts. In addition, the researcher explained that the questionnaires were sophisticated tools using specific manipulations to ensure reliability and veracity of their responses and to avoid illogical and contradictory interpretation of their



answers. Respondents asked wisely to choose the most appropriate answer to the question for them and to answer as candidly and honestly as possible. Since the respondents volunteered to participate in the study, seems that their answers concerning studied issues can be reflects their attempts to provide genuine personal perceptions. There may also be doubts concerning the veracity of answers to the two structured open-ended questionnaires booklets, used for respondents who were not interviewed. Because of the large number of questions (130 in total), in these questionnaires, it was again very important that all questions should be answered by the respondents with their own words.

### **6.6.2 Data-analysis related biases**

There may be difficulties involved in the analysis of data from the close-ended booklets questionnaires. Data derived from close-ended questions comes in the form of numbers, percentage or mode grades or marks. Numbers need to be accurately calculating for ensure final valid mode grades for each variable to enable the statistical analysis. To prevent loss of information and incorrect mathematical calculations, the researcher must check and recheck the numbers gathered from the questionnaires. Another issue is the possibility of ambiguity, and the researcher's failure to understand the information that the respondent intended to deliver, there may be misunderstanding on the respondent's part that may lead to an incorrect answer. To prevent these misunderstandings, the researcher explained the questionnaire to respondents in preliminary meetings before distributing the questionnaires.

Since the study relied on the A. Youth-Village stakeholders' perceptions towards known variables with five-point scale of responses. In order to encourage the respondents to take a stand, they had to choose the right answer and overcome the tendency to avoid a decision by opting for the middle possibility. However, as noted by Cohen et al. (2002), the problem is that the need to select from a given choice does not allow less fixed responses to come out.

To overcome this problem a cross-check was done. It checks the respondents' attitudes variables from closed-ended questionnaires toward their responses to the open-ended questionnaires to confirm or reject the conclusions obtained from data analysis.

Other difficulties related to the method of analysis for the open-ended booklet questionnaires. Data derived from open-ended questions that also guided the interviews, come in the form of words, sentences and phrases, which have to be combine and simplified into a limited number of categories, in order to enable statistical analysis. This process is unavoidably entails some loss of information, in addition to the bias of intention of research participates (Robson,

2002). To prevent loss of information and distortion of the data, all of respondents' answers were copied into one computer file, (see Appendix 3) then each relevant quotation was marked in yellow. After marking the texts, all responses were coded according to the issue discussed in the statement to which they responded. This procedure ensured minimal loss and distortion of the data.

### **6.6.3 Limited generalizability**

Generalizability is difficult, and even some times impossible to achieve in qualitative research. As Johnson and Onwuegbuzie (2004) indicated, numerous characteristics of qualitative research are not compatible with external validity, because unlike quantitative research, the concern of qualitative research is to illuminate one specific human phenomenon or situation. LeCompte and Goetz (1993) mapped four levels of threats to generalizability, or external validity. According to this classification, generalizability is threatened when the findings are specific only to the group studied (selection). When the findings are specific to, or dependent on, the particular context in which the study took place (setting), when specific or historical experiences determine or affect the findings (history), or when the particular constructs studied are specific to the group studied (construct effects).

Although efforts were made to produce rich cross-checked data relating to the studied phenomena through mixed method data collection, it is clear that it is not generalizable. Other people or other settings, rather the readers are invited to decide for themselves to what extent the knowledge gleaned by the research and the conclusions from the research can contribute to their circumstances and context.

Other efforts were made to sample the population of the researched institute. It was done across a spectrum of professional roles. For example: levels of education, personal development and different levels of innovation, involvement and responsibility to minimise distortion of the findings on the basis of a historical shared experience or any pattern of thinking that was unique to the respondents, it was a relatively small sample and this again reduces the possibility for generalizability.

The *Ed.QMS* model created from the analysis of the qualitative and quantitative research findings may however be tested in similar organisations that have the same characteristics of the youth village researched. Most of the youth villages in Israel now are undergoing transformation and upgrading so that they too are subject to discussion and deliberate concerning the appropriate management methods for their administration.

## 6.7 Contribution to knowledge

The research undertook to fill a gap in knowledge concerning managerial practice in boarding schools relating specifically to the management of a technological and agricultural boarding school and the management of change processes in this institutions. In particular, it studied and filled the gap in knowledge concerning change processes in a technological boarding school's management, policy and practices from the viewpoint of personnel, namely, maintenance staff, boarding care personnel, and pupils' parents, a viewpoint not yet researched.

An original contribution to knowledge was made in this study by developing the evidence-based *Ed.QMS* theory that was formed based on the research findings. Thus, the *Ed.QMS* model offers a new conceptualisation of the variables that should be taken into account when assessing and reforming the administrative management of educational institutions. The new theory specifies that like any other economic organisation, a high-tech manufacturing enterprise, an association of volunteers or any other organisation, this unique youth village should consider human capital as its primary asset and attention should be given to personal and professional quality development. Any change or reform in the institution necessitates attention to this asset.

An original contribution to knowledge also stems from the fact that special data collection tools were designed specifically for this study. The novelty of this study relates to the innovative managerial model. According to Drucker (1988) who claims, that innovation is the effort to create purposeful focused change in an enterprise's economic or social potential.

This definition accurately reflects the aims of the new *Ed.QMS* theory as a tool for the construction of appropriate management method and strategies in the A. Youth-Village. However, it should be remembered that innovation is not a one-time event and should be consistently reinvestigated and renewed over time. Thus innovation becomes part of the organisation's routine appears matter also included in the structure of the *Ed.QMS* management theory model. In addition to the theoretical contribution to knowledge, the *Ed.QMS* model can add to educational management practices.

On a national level, the Israeli Ministry of Education can adopt *Ed.QMS* in general, and more specifically the Rural Education Administration can use it when planning administrative and pedagogic reforms for youth villages. The *Ed.QMS* actually been implemented with beneficial results in A. Youth-Village and government authorities can witness these results. It is

suggested that trials should be conducted to implement the innovative *Ed.QMS* management theory in several rural Youth Villages who are in the difficult situation as that prompted the change in A. Youth-Village. The hope is that the adoption of this method will bring rapid managerial achievements and equip the A. Youth-Village with a management system that can prepare its pupils for successful integration into twenty-first century society.

## **6.8 Future research**

At the local level, we should consider performing monitoring research on the implications of *Ed.QMS* innovative theory in A. Youth-Village. Furthermore, we should check and recheck the conclusions of this research during the implementation of the theory and adjust the quality management suggested as required.

On the national level, we should perform a number of parallel case study researches in youth villages undergoing change. Then we should compare the findings of these studies for common denominators. These denominators can lead to conclusions that are more general to ensure quality management of youth villages around the country. If such common denominators are found, we suggest that Ministry of Education and Culture should conduct research in all youth villages in the country to find the appropriate quality management system for each one. If this succeeds, we can recommend the adaptation of a nationwide managerial improvement programme.

## **Epilogue - personal reflection**

I started this research experience years ago with a much enthusiasm, curiosity and even some trepidation. I did not know then what I know now, that the research voyage would and still does affect me in many ways. I met people, who taught and guided me and filled this journey with adventures, and surprises making it a linear journey of knowledge for me.

I can now point out seven milestones I passed during the course of this journey: the first was the day I decided to start studying towards my third academic degree. The second milestone was when my research proposal was approved. The third was when I had the honour and privilege of been guided by Dr David Plowright and by Dr Tonny Bennett and Dr Simon Partt-Adams. The fourth was when I started reading literature about different components of research. Milestone number five was when I started gathering the enormous amount of questionnaires from my respondents. Milestone six was when I started analysing the data from the closed and open booklets.

Finally, the seventh milestone I reached was when I finished writing-up my thesis with the knowledge that although my research was completed, there was still much to be explored this area of research. As a person who has been involved in various fields of education for more than three decades, including youth movements, technological education, teaching students, and participating in community educational projects, I have never been as intellectually stimulated as I was during the course of this research. Through this intellectual and academic experience, I met all kinds of organisation employees, personnel and managers at various levels, friends, scholars, and parents of pupils, teachers and many others who helped me, on more than one occasion, to look at the school and understand what was happening inside it, from many different perspectives. While on my research journey, I learned to place more value on my relationships with my close family and friends, who found the time to support and criticise my long research.

I found out that the views of people one has known for decades, regarding education and management, when put in writing in a questionnaire booklet, were quite different from those expressed over family dinners and friendly get-togethers. I also discovered that although I have my professional educational seniority, I still have a lot to learn from others, especially from the educators who manage this complicated and complex Youth Village.

I learned that one should devote special care and attention to planning one's timetable for research. More time should be spent at the beginning on planning and re-planning the research and importantly that a researcher cannot always depend on his respondents.

To complete this epilogue I feel it appropriate to inform the reader that today I continue to volunteer as chair of the Education Committee of the Regional Council in addition to my work as a senior lecturer computer science subjects and information technologies. At the same time, I continue to be involved in what is happening in the A. Youth-Village in terms of development and entrepreneurship of curricula and development of buildings and infrastructure in the Youth Village.

Some of the youth village senior personnel have been replaced and those who have replaced them, after reading my recommendations regarding a more appropriate Quality Management model for the organisation have decided to adopt the majority of these recommendations. Due the adoption of these recommendations one can see that management processes have improved, the use of the principles of the *Ed.QMS* Quality Management model has become more common, there is a considerable investment in employees, and they receive substantial in-service training and additional personal education programmes. Managerial decisions have become transparent and employees are increasingly involved in decision-making. There is also a computerized managerial tracking system, which records all decisions of management with performance monitoring both on educational issues and staff personnel issues.

In addition to this managerial improvement, the amount of parents involved in the Youth village affairs is growing from year to year.

Due to all of these improvements, the economic situation of the youth village has improved, the number of enrolments increases annually, new curricula have opened and relevant investments have been made in new fields of interests. Involvement of volunteers from Gan Rave regional council residents is increasing. They provide tutoring and support weaker pupils. It seems that in the last few years A. Youth-Village has begun to march on the path to success.

## References

- Acs. Z.J., Audretsch. D.B. 2010, *Handbook of Entrepreneurship Research: An Interdisciplinary Survey and Introduction*. New York, Springer.
- Aharoni, Y., and Nachum, L. 2004, *Globalization of services: some implications for theory and practice*, London, Routledge.
- Arieli, M. 1995, *Dissatisfaction from teaching*. [In Hebrew], Tel Aviv, Ramot.
- Aspinwall, K. and Gibbs, B. 1989, *Youth-villages as learning organisation: seven critical steps*. In: *Educational Change and Development*, 10(1), pp.4-7.
- Arveson, P. (1998) *The Deming Cycle*, Balanced Scorecard Institute. Retrieved from: <http://balancedscorecard.org/?TabId=112>.
- Asor, A. 2005, *Fostering internal motivation for learning at – school*. Tel Aviv, Eureka 20.
- Asor, A. 2006, *Personal growth and Camilla in - book motivational analysis in the Danilov: Planning Educational Policy*. Jerusalem, Ministry of Education.
- Bar-Col, R. 2006, *Inter-personal behaviour and success in leading changes*. [In Hebrew], *Studies of Administration and Organisation of Education*. Jerusalem. Hebrew University.
- Bar-Haim, A. 2002, *Organisational Behaviour*. Volume A, Unit 4, Pages 191-245, Tel Aviv, Open University.
- Bar-Haim, A. 2006, *Human Resources management*. Tel Aviv, Open University.
- Bandura, A.C. 1994, *Self-efficacy: Toward a unifying theory of behavioural change*. *Psychological Review*, 84. pp.91-215.
- Belbin, R.M. 2007, *Management teams: why they succeed or fail*. London, Butterworth-Heinemann.
- Ben Baruch, A.1987, *Social organisations as open systems*. [In Hebrew], In: R. Elbaum-Dror, ed. Tel Aviv.
- Bogdan, R.C.' and Biklen, S.K. 2003, *Qualitative research for education, An introduction To theories and methods*. Cape Town, Pearson Education Inc.
- Bris, L. 1992, *A powerful manager: how to make a correct use of the inner politics in society to gain power and influence*. [In Hebrew], Tel Aviv, Matar.
- Bryman, A. 2008, *Social research methods*. Oxford, Oxford University Press.
- Bush, T., and West-Burnham, J. 1998, *The principles of education management*. London, Financial Times, Pitman Publishing.
- Bush, T. 2003, *Theories of Educational Leadership and Management*. London, Sage publication.

- Casey, J.N., and Upton, R., (Eds.). 2006, *Educational Curricula: Development and Evaluation*. New York, Nova Science Publishers Incorporated.
- Chesbrough, H. 2011, *Open Services Innovation: Rethinking Your Business to Grow and Compete in a New Era*. San Francisco, John Wiley and Sons.
- Chinn, C.A., and Brewer, W.F. 2000, *Knowledge Change in Response to Data in Science, Religion, and Magic*. Cambridge, Cambridge University Press.
- Cohen, L., and Manion, L., and Morison, K. 2011, *Research methods in education*. 5<sup>th</sup> edn, London, Routledge/Falmer.
- Cohen, M.D., and March, J.G. 1994, *Leadership and ambiguity: the American college president*. New York, McGraw-Hill (reprint 1986 by Harvard Business School Press, Boston).
- Cohen, M. 2002, *Human resource management*. [In Hebrew], Tel Aviv, The Institute for Teaching Methods and Techniques.
- Craig, S.2009, January 29, *Merrill Bonus Case Widens as Deal Struggles*. Wall Street Journal.
- Crosby, B.P. 1995, *Quality Without Tears: The Art of Hassle-Free Management*. McGraw Hill Professional.
- Cummings, T.G., and Worley, C, G. 2008, *Organisation Development and Change*. Mason, Cengage Learning.
- Daft, R.L. 2001, *Organisation theory and design*. 7<sup>th</sup> edn, Florence, South-Western College Publishing.
- Davis, K., and Newstrom, J.W. 2001, *Organisational Behaviour: Human Behaviour at Work*. 11<sup>th</sup> edn, New York, McGraw-Hill/Irwin.
- Dawson, T., and Cragg, A. 1981, *Qualitative research among homeworkers*. London, Department of employment.
- Deming, W.E. 1986, *Out of the crisis: quality and competitive position*. Cambridge, Cambridge University Press.
- Dey, I. 2005. *Qualitative data analysis, A User Friendly Guide for Social Scientists*. London, Routledge.
- Dornyel, Z. 2001, *Motivation Strategies in the Language Classroom*. Cambridge, Cambridge University Press.
- Drucker, P.F. 2001, *Managing for the future*. Oxford, Butterworth-Heinemann.
- Drucker, P.F. 1988, *The discipline of innovation*. Harvard, Harvard business review. 80(8):95-102.



- Eden, D., and Globberzone, S.1997, *Stimulating and motivating employees*. [In Hebrew], Tel-Aviv, The Human Resource Journal.
- Elbaum-Dror, R. 1998, *Three youth-villages within administration doctrine and educational administration*. [In Hebrew] In: Policy and Management, Tel Aviv, Magnes.
- Eldar, M.1997, *Managing oneself to insanity: myth and reality in the Japanese management style*. [In Hebrew], Tel Aviv, Cherickover.
- Fielding, N. 1986, *Probation Practice: Client Support Under Social Control*. Kansas, Rowe.
- Friedman, Y and Inbar, L, 1992, *Advanced management in youth-village: implementation of the TQM methods*. [In Hebrew], Jerusalem, The Henriette Szold Institute.
- Friedman, Y., and Lotan, A. 1985, *The psychological burnout of the Israeli teacher*. [In Hebrew], Jerusalem, The Henriette Szold Institute.
- Fullan, M. 2001, *Leading in a culture of change*. Jossey-bass. San-Francisco, An Imprint of John Wiley and Sons.
- Fullan, M. 2003, *Change Forces with a Vengeance: probing the depth of educational reform*. Bristol, Falmer Press.
- Gabor, A. 1990, *The Man Who Discovered Quality*. London, Penguin Books.
- Gaziel, H. 1990, *Fundamentals of public management*. [In Hebrew], Tel Aviv, Dekel.
- Gaziel, H. 1990, *Modern administrative thinking*. [In Hebrew], Tel Aviv, Ramot.
- Glaser, B.G., and Strauss, A.L. 2009, *The Discovery of Grounded Theory: Strategies for Qualitative Research*. New Jersey, Transaction Publishers.
- Globberzon, S., and Eden, D. 1992, *Motivation and encouragement of employee*. [In Hebrew], Jerusalem, Human resource Review.
- Globberzon, S., and Eden, D. 1998, *Encouraging and motivating employees*. [In Hebrew], Tel Aviv, Cherikover.
- Globberzon, S., and Karimi, E. 1988, *People in organisations*. [In Hebrew], Tel Aviv, The Manager Library.
- Globberzon, S., and Shetov, A. 1992, *Managing projects*. [In Hebrew], Tel Aviv, Cherikover.
- Goetz, P.J. and LeCompte, P, and Tesch, R. 1993, *Ethnography and Qualitative Design in Educational Research*. Orlando, Academic Press.
- Goleman, D. 2001, *Leadership that gets results*. Harvard Business Review, Harvard, Harvard University.
- Green, J.C. 2007, *Mixed methods in Social Inquiry*, USA, Jossey-Bass.

- Greenberg, J., and Baron, A.R. 2003, *Behaviour in Organisation*. 5<sup>th</sup> edn, New Jersey, Prentice-Hall Inc, A Simon and Schuster Company Englewood Cliffs.
- Halpin, A., and Croft, D. 1963, *The organisational climate of schools*. Chicago, The Midwest Administration Center, University of Chicago.
- Hargreaves, A. 2005, *Extending Educational Change*. Nederland, Springer.
- Harkins, A. 1992, *Knowledge based learning: bridging industrial education to the knowledge*. St. Paul, Saturn Institute.
- Henry, J., and Walker, D. 2002, *Managing Innovation and Change*. Norfolk, SAGE Publications, with association with the Open University.
- Hersey, P., and Blanchard, K.H., and Johnson, D.E. 2008, *Management of organisational behaviour: leading human resources*. London, Upper Saddle River, NJ Pearson Prentice Hall
- Herzberg, F. 1974, *Work and the nature of man*. London: Staples Press.
- Husserl, E. 1970, *The crisis of the European science and transcendental phenomenology*, D. Carr, tr. (Evanston, IL, North western University Press)
- Hoyle, E., and McMaohon, A. 1986, *The management of schools*. London, Littlehampton Book Services Ltd.
- Howe, K.R., and Dougherty, K.C. 1993, *Ethics, institutional review boards, and the changing face of educational research*. "Educational Researcher".
- Johnson, D. 1994a, Research methods in educational management. *Financial Times*. London, Pitman Publishing.
- Johnson, D. 1994b, *Research methods in educational management*. Leicester, FT.
- Johnson, R.B., and Onwuegbuzie, A.A. 2004, Mixed methods research: A research paradigm, whose time has come, *Educational Researcher*. 33(7), 14-26.
- Juran, J.M. 1992. Juran on Quality by Design, *The new steps for planning quality into goods and service*. New York, The Free Press.
- Juran, J.M. 2003, Juran on Leadership for Quality, *An Executive Handbook*. New York, The Free Press.
- Kaner, S. 2003, *Human resource management*. [In Hebrew]. Open University, Israel.
- Karsh, E. 2000, *Israel's transition from community to state*. London, Routledge.
- Kotter, J. P., and Cohen. S. 2002, *The Heart of Change*. Boston, Harvard Business School Publishing.
- Kuhn, T.S. 1996, *The structure of scientific revolution*. Chicago, University of Chicago Press.

- Kula, A., and Glaubman, R., 1998, *How to be a successful principal*. [In Hebrew], Even Yehoda, Reches.
- Landsberg, M. 2011, *The TAO of Motivation*. London, Profile books.
- Liraz, M. 2000, *Succeed in management: techniques and ideas for achieving success in a management position*. [In Hebrew], Tel Aviv, Liraz publishing.
- Lissak, M., and Cohen, G. 2009, *The History of the Jewish Community in Israel since 1882*. Jerusalem, Bialik Institute.
- Lloyd, J.P. 2008, *Handbook on agricultural education in public schools*. New York, Thomson Delmar Learning.
- Marshall, M.N. 1996, *Sampling for qualitative research*. Family Practice, 13(6) 522-525
- Mason, J. 2002, *Qualitative researching*. 2<sup>nd</sup> edn, Thousand Oaks, Sage Publications.
- McGregor, D. 1970, *Leadership and motivation: essays of Douglas McGregor*, M.I.T. press.
- Miles, M. B., and Huberman, A.M. 1994, *Qualitative data analysis*. London, Sage Publications.
- Marcus, R. 2008, *Creative women in Israel: 1920-1970*, Tel Aviv, Hakibbutz Hameuchad.
- Neuman, W.L. 1977, *Social research methods: qualitative and quantitative approaches*. 3<sup>rd</sup> edn, Needham Heights, Allyn and Bacon.
- Olstein, Z., and Karimi, E. 1981, Work relations, [In Hebrew], In: *A manual for manpower administration, the institute for labour and manufacturing productivity*. Israel.
- Ololube, N. 2006, *Teachers job satisfaction and motivation for school effectiveness and assessment*. Helsinki, University of Helsinki.
- Ofoegbu, F.I. 2004, *Teacher motivation: a factor for classroom effectiveness and school improvement in Nigeria*, Find Articles, College Student Journal. March 2004.
- Patton, M.Q. 2002, *Qualitative Evaluation and Research Method*. London, Sage Publications.
- Pereg, R., and Inbar, L. 1994, *What is youth-village product and how can it be improved*. In: Y. Shaps, H. Horowitz and Louis, A, eds, *The tenth international convention of the Israeli quality union*, [In Hebrew], Volume III, pp.238-243.
- Peters, T., and Waterman, R. 2003, *In search of excellence: Lessons from America's Best-run Companies*. London, Harper and Row.
- Peters, T. 1994, *The chase after the "WOW"*. [In Hebrew], Israel: Matar.
- Porter, L., and W, Bigley, A., and Steers, R.M. 2003, *Motivation and Work Behaviour*. New York, McGraw Hill Publishers.

- Punch, K. 2005, *Introduction to Social Research, Qualitative and quantitative Approaches*. London, Sage Publications.
- Ratner, C. 2003, *Subjectivity and Objectivity in Qualitative methodology*. Volume 3, No. 3
- Robbins, S.P. 1996, *Organisational behaviour: Concepts, Controversies, Applications*. 7<sup>th</sup> ed. Engelwood Cliffs, Prentice-Hall.
- Robson, C. 2002, *Real World Research: A Resource for Social Scientists and Practitioner-Researchers*. John Wiley and Sons.
- Samuel, Y. 2005, *Organisations, characters, structure, procedure*. [In Hebrew], Haifa, Haifa University.
- Schutz, Alfred. 1962. *Collected Papers I: The Problem of Social Reality*. The Hague, Netherlands, Martinus Nijhoff.
- Sellis, E. 2002, *Total Quality Management in Education*. New York, Routledge
- Senge, P.M. 1999, *The fifth discipline*. New York, Currency Doubleday.
- Sharan, S., and Shahar H. 1990, *Organisation and teamwork in educational institutions*. [In Hebrew], Tel Aviv, Shoken.
- Sharan, S., and Shahar, H. 1990, *Resolving conflicts and misunderstandings in teams*. [In Hebrew], In: *Organisation and teamwork at youth-village*. Tel Aviv, Shoken.
- Sharn, S., and Shachar, H., and Levin, T. 1998, *The innovative youth-village: organisation and instruction*. [In Hebrew], Tel Aviv, Ramot at Tel-Aviv University.
- Sharon, D. 1993, *Adjusting the technological educational system in Israel to the industrial and social needs in the next decade*, [In Hebrew]. *Bame Devarim Amurim, Journal of Education*. Ministry of Education and Culture, Israel.
- Shkedi, A. 2003, *Words of meaning: qualitative research: theory and practice*, Tel Aviv University, Ramot Publications .
- Shlasky, S., and Alpert, B. 2007, *Ways of writing qualitative research from deconstructing reality to its construction as a text*. Tel Aviv, The MOFET Institute Publishing House.
- Shlasky, S., and Ariely, M. 2001, *From the interpretive approach toward post-modernist approaches in education research*. In N. Zabar Ben-Yehoshua, ed. *Genres and tradition in qualitative research*. Lod, Dvir Publishing House, p.31-75 .
- Simon. A. Herbert. 2003. *The International Handbook on Innovation*. Elsevier Science Ltd. Oxford.
- Spradley, J. P., and McCurdy, D.W. 2008, *Conformity and Conflict: Readings in Cultural Anthropology*. New Jersey, Pearson/Prentice Hall.

- Stake, R.E. 1995, *The Art of Case Study Research*. Sage publication.
- Stoll, L. and Fink, D. 2002, *Changing our youth-villages*. Bristol, Open University Press.
- Strauss, A.L. 1989, *Qualitative Analysis for Social Scientists*. Cambridge, University of Cambridge.
- Strauss, A. and Corbin, J. 1990, *Basics of Qualitative Research Techniques and Procedures for Developing Grounded Theory*. (2nd edition) London, Sage Publications.
- Strickland, T. 1996, *Strategic management, concepts and cases*. 9<sup>th</sup> edn, Times Mirror Higher Education Group, USA.
- Stteers, R.M., and Porter, L.W. (Eds). 1991, *Motivation and work behaviour*, 5<sup>th</sup> edn, New-York, McGraw-Hill.
- Tague, N.R. 2004, *Seven Basic Quality Tools, The Quality Toolbox*. Milwaukee, Wisconsin.
- Taylor, W.A. 2006, *The Principles of Scientific Management*. New York, Cosimo.
- Trafford, V. 2001, *An unravelling of research methodology (others, however, might see it differently)*. Cambridge, Anglia Polytechnic University.
- Trafford, V. 2004, *Thinking about doctorateness in post-doctoral work*. Cambridge, Anglia Polytechnic University.
- Tuckman, B.W. 1999, *A Tripartite Model of Motivation for Achievement: Attitude/Drive/Strategy*.
- Paper presented at the annual meeting of the American Psychology Association, Boston, USA.
- Vardi, Z. 1996, *Towards a virtual career*. [In Hebrew], Tel Aviv, Status 63.
- Vroom, V.H. 1994, *Work and motivation*. Chichester, John Wiley.
- West-Burnham, J. 1997, *Managing quality in schools. Effective Strategies for Quality-Based School Improvement*. London, Pitman Publishing.
- Yatziv, G. 1998, *Paradigm In Social lexicon*. 2<sup>nd</sup> edn, Tel Aviv: Sifriat Hminhal, Academic Track of the College of Administration, p.195 .
- Yin, R.K. 2002, *Case Study Research: Design and methods*. London, Sage publications.
- Zadok. S. 2009, *Technology Education in Israel*. Israel IDF, National Defence College.
- Zilberstein, M. 1991, *Studies of administration and organisation of education*. [In Hebrew], 17, pp.39-74 (an essay), Israel.

## Web Sites

*Gan-Raveh Regional Council (n.d.), Official Internet site.* Retrieved March 15, 2004 from, <http://www.ganrave.org.il> [in Hebrew]

*Ministry of Education General Manager's Circulars at the Ministry of Education site.* Retrieved April 24, 2004 from, <http://cms.education.gov.il/EducationCMS/Applications/Mankal/ChipusPashut/m> [in Hebrew]

*Na'mat, The Movement for the Advancement of the Status of Women the Social Force for women in Israel, Movement of working women and volunteers Internet site.* Retrieved January 31, 2004 from, <http://www.naamat.org.il/aboutE.php?cat=183>

*WIZO, The Women's International Zionist Organisation Internet site.* Retrieved January 31 2004, from, <http://www.wizo.org.il/>

# Appendix 1

## Approval letters, Managerial staff and Organization Structure

### 1.1 Letter of Approval – A. Youth-Village Management

*Sunday, 12 August 2007*

*To: whom it may concern*

*Subject: Letter of Approval*

*I am to approve that Mr. Shabtay Shayke Bilu can start his research on The perceptions of staff in a technological boarding school concerning the appropriate management methods following the changes in the organization in "A" Youth-Village high school.*

*Mr. Shabtay Shayke Bilu can start collecting data and information on school staff; he can conduct interviews with them, participate in staff meeting and take place as an observer on school staff work.*

*Mr. Shabtay Bilu can use quotations from protocols and interviews during his research.*

*I am also approving that Mr Shabtay Shayke Bilu can take photos and can document in any other way all records and certificates from the school that are relevant to his research.*

*Yeodith Ben Natan  
Youth-Village Principal*

## 1.2 Letter of Approval – Gan-Rave Regional Council

*Sunday, 12 August 2001*

*To: whom it may concern*

*Subject: Letter of Approval*

*This is to approve that Mr. Shabtay Shayke Bilu can do his research on The perceptions of staff in a technological boarding school concerning the appropriate management methods following the changes in the organization in "A" Youth-Village high school, the only high school in my jurisdiction as the hade of Gan – Rave regional council.*

*Mr. Shabtay Shayke Bilu can start collecting information about the steering committee work and progress on creating changing procedures in "A" Youth-Village School; he can conduct interviews with members of the committee and use quotations from the committee protocols relevant to his research.*

*I also approve that Mr. Shabtay Shayke Bilu was nominated by me to be the hade of Gan – Rave Educational Committee in 1999 and he was the one to establish the Steering Committee for the "A" Youth-Village high school.*

*Shelomo Elimelech*

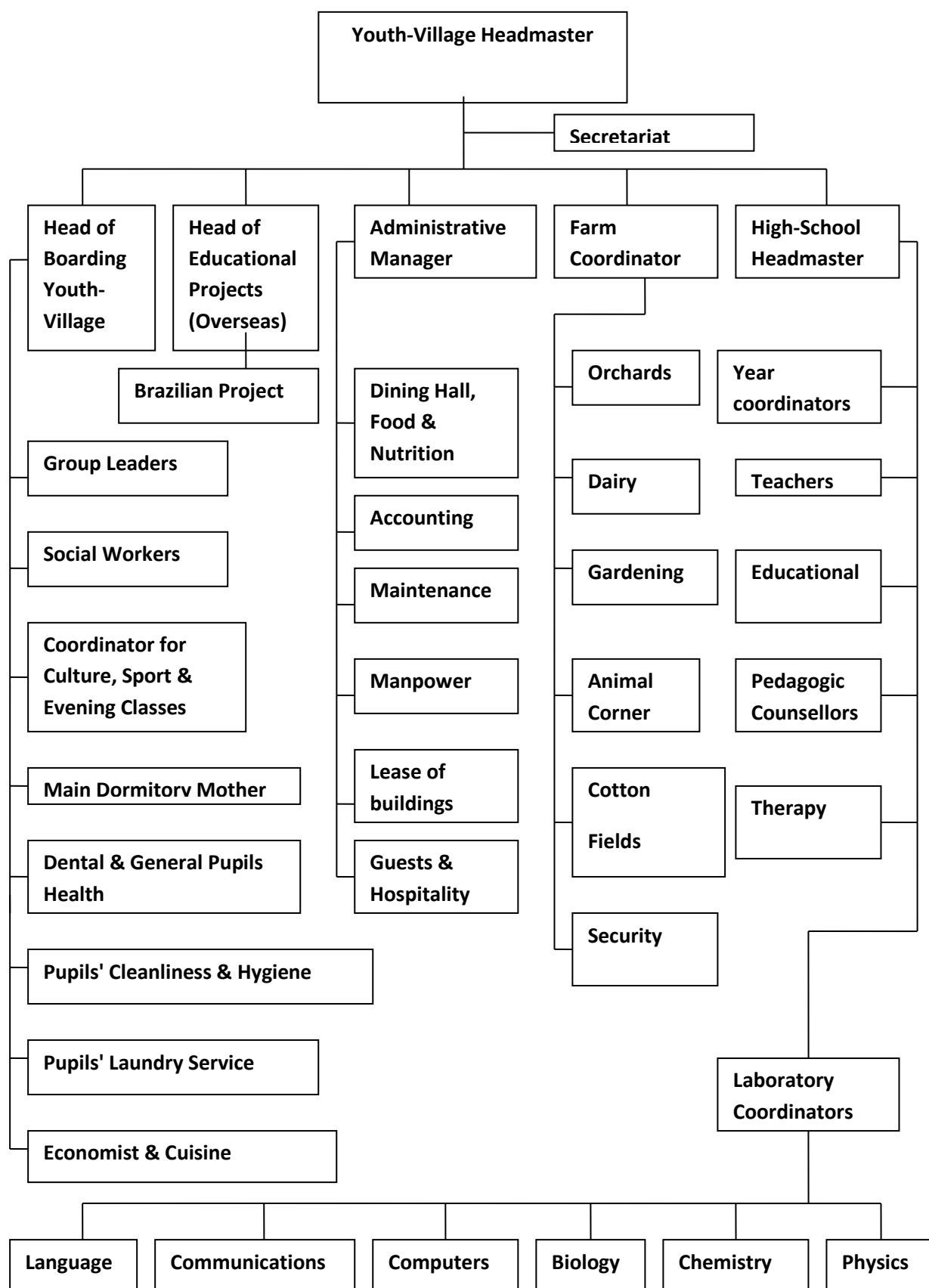
*Head of Gan-Rave Regional council*



### 1.3 Managerial Staff

<b>Number</b>	<b>Function</b>	<b>Amount</b>	<b>Department</b>
1.	Headmaster/Headmistress	1	Village Management
2.	Managerial treasurer	1	Village Management
3.	Headmaster of the Boarding Youth-Village	1	Leadership
4.	Head House Mother	1	Leadership
5.	Group Leaders	12	Leadership
6.	Dairy Coordinator	1	Dairy
7.	Dairy Worker	1	Dairy
8.	Security Coordinator/Head of Field Crops & Orchards	1	Orchards
9.	Animal Corner Coordinator	1	Animal Corner
10.	Gardening Coordinator	1	Gardening
11.	Kitchen Manageress	1	Kitchen
12.	Cook	1	Kitchen
13.	Kashrut (Dietary Laws) supervisor	1	Kitchen
14.	Dining Hall Manager	1	Kitchen
15.	Shift Manager	2	Kitchen
16.	Kitchen Worker	1	Kitchen
17.	Maintenance Manager	1	Maintenance
18.	Maintenance Worker	2	Maintenance
19.	Accounting Manageress	1	Youth-Village Management
20.	Accounting worker	1	Youth-Village Management
21.	Secretarial staff	4	Youth-Village Management
22.	Manpower Coordinator	1	Youth-Village Management
23.	Laboratory worker	2	Youth-Village Management
24.	Cleaning staff	1	Youth-Village Management
25.	House father	1	Youth-Village Management
26.	Librarian	1	Youth-Village Management
27.	Social Worker	2	Youth-Village Management
	<i>Total:</i>	45	

## 1.4 Organizational Structure



## **Appendix 2**

### **Booklets and Transcripts Questionnaire given to Youth-Village Employees and Pupils' Parents**

#### **2.1 Booklet and Transcripts Questionnaire Given to Youth-Village Employees**

Educational Institute Employees

Questionnaire Booklet Number 1

The Research Subject:

Perceptions of Managerial Grade Workers regarding Suitable Management Methods for the  
Institutions in which they Work

This is a confidential document, on no account will the details written in this document be  
used except for research purposes alone and this will only be performed without publication  
of your name or other identifying details.

Research Code: \_\_\_\_\_ Belonging to Unit: \_\_\_\_\_

Date of questionnaire completion \_\_\_\_\_

Instructions for filling out the form:

- The questionnaire is anonymous
- The research code is solely for data analysis purposes
- Each question should be read with care before providing an answer
- The language of the questionnaire is composed in the male gender only in order to enable easy examination
- You are requested to fill out the questionnaire independently

If additional questions or clarifications are necessary when completing the questionnaire, it is possible to contact Shabtay Bilu at mobile phone: 050-6970747,

Home telephone: 08-9421291 (in the evening hours)

Written, edited and prepared for completion by Shabtay Bilu

January 2002

### Direct Supervisor Evaluation Questionnaire - Appraisal Form

Instructions for filling out this questionnaire:

- In this questionnaire, you are asked to evaluate your assessment of your direct supervisor.
- You may add remarks as you wish for each criterion
- Read each question attentively and mark an X in the place, which most suits your opinion.

#### 1. Professionalism and performance skills

<b>Number</b>	<b>Criterion</b>	<b>High</b>	<b>Good</b>	<b>Mediocre</b>	<b>Low</b>	<b>Very low</b>	<b>Remarks</b>
1	Professional in his area of work						
2	Performs management tasks in a qualitative manner						
3	Performs management tasks in an accurate manner						
4	Provide a unique significant contribution						
5	Able to function in pressure situations						
6	Able to distinguish between the essential and the unessential in allocating the work load between employees						

#### 2. Personal Relationships and Staff Work

<b>Number</b>	<b>Criterion</b>	<b>High</b>	<b>Good</b>	<b>Mediocre</b>	<b>Low</b>	<b>Very low</b>	<b>Remarks</b>
7	<i>Provides caring in work relations between management &amp; workers</i>						
8	<i>Contributes to a good atmosphere between unit workers</i>						
9	<i>Able to integrate and create cooperation with and between workers</i>						
10	<i>Able to accept remarks and criticism from his workers</i>						

### 3. Responsibility and Identification

<b>Number</b>	<b>Criterion</b>	<b>High</b>	<b>Good</b>	<b>Mediocre</b>	<b>Low</b>	<b>Very low</b>	<b>Remarks</b>
11	<i>Involved and identifies with the unit's goals</i>						
12	<i>Willing to contribute to tasks which are not part of his function</i>						
13	<i>Willing to contribute beyond the regular work hours</i>						
14	<i>Makes sure to maintain full work hours and always appears on time</i>						
15	<i>Accepts responsibility for defects and mistakes</i>						
16	<i>Can be relied upon in times of crisis</i>						
17	<i>Provides support for his workers and promotes their abilities</i>						
18	<i>Involves workers in decision making</i>						

### 4. Initiative and Originality in Organization

<b>Number</b>	<b>Criterion</b>	<b>High</b>	<b>Good</b>	<b>Mediocre</b>	<b>Low</b>	<b>Very low</b>	<b>Remarks</b>
19	<i>Able to implement new ideas</i>						
20	<i>Willing to consider new ideas raised by others</i>						
21	<i>Able to develop new and original solutions and to improve work procedures</i>						
22	<i>Level of solutions given to old problems</i>						
23	<i>Makes use of up-to-date professional information and modifies it for the organization's purposes</i>						

24	<i>Initiates entry into new areas of activity</i>						
25	<i>Willing to accept comments and ideas for improvement</i>						
26	<i>Willing to be open-minded for organizational change</i>						
27	<i>Willing to be open-minded for professional change</i>						
28	<i>Able to promote new ideas raised by his workers</i>						

5. Leadership & Management

<b>Number</b>	<b>Criterion</b>	<b>High</b>	<b>Good</b>	<b>Mediocre</b>	<b>Low</b>	<b>Very low</b>	<b>Remarks</b>
29	<i>Makes considered and relevant decisions</i>						
30	<i>Promotes workers fairly and professionally</i>						
31	<i>Nurtures the workers' professional, organizational and managerial capability</i>						
32	<i>Provides a personal example for workers</i>						
33	<i>Able to lead and to draw his staff to follow him</i>						
34	<i>Defines tasks and aims clearly for the workers</i>						
35	<i>Provides support and backing for workers</i>						
36	<i>Invests in development and training of workers</i>						
37	<i>Leads his workers to high achievements</i>						
38	<i>Responds well to change and unexpected situations</i>						

6. Service Consciousness, Client Satisfaction (Internal & External)

<b>Number</b>	<b>Criterion</b>	<b>High</b>	<b>Good</b>	<b>Mediocre</b>	<b>Low</b>	<b>Very low</b>	<b>Remarks</b>
39	<i>Coordinates well with the “clients”</i>						
40	<i>“Client” satisfaction level</i>						
41	<i>Contributes to development of new “clients”</i>						
42	<i>Distinguishes between what is significant and insignificant in looking after the organization’s “clients”</i>						

### Work Satisfaction Questionnaire

Instructions for filling out the form:

- This questionnaire provides a number of statements, which describe your work, please note the extent of your agreement or disagreement with each statement.
- You can add remarks to each criterion as you see fit  
1-Completely disagree 2-Disagree 3-Undecided 4-Agree 5-Completely Agree

<u>Statement</u>	<u>Evaluation</u>	<u>Remarks</u>
1. <i>Work is like a pastime for me</i>	( ) _____	
2. <i>My work is usually sufficiently interesting and does not bore me</i>	( ) _____	
3. <i>My colleagues at work seem to enjoy themselves more than me</i>	( ) _____	
4. <i>I relate to my work as something, which is not very pleasant</i>	( ) _____	
5. <i>I enjoy my work more than my free time</i>	( ) _____	
6. <i>I'm usually bored at work</i>	( ) _____	
7. <i>I am satisfied with my work</i>	( ) _____	
8. <i>Most of the time I have to force myself to go to work</i>	( ) _____	
9. <i>For the moment it could be said that I am satisfied with my work</i>	( ) _____	
10. <i>I think my work is no more interesting than other work that I could get</i>	( ) _____	
11. <i>It is clear to me that I do not like my work</i>	( ) _____	
12. <i>I am happier at work than most of those around me</i>	( ) _____	
13. <i>Most of the time I'm enthusiastic about my work</i>	( ) _____	
14. <i>Every day at work seems interminable</i>	( ) _____	
15. <i>In my opinion I like my work more than the average Worker</i>	( ) _____	
16. <i>My work is uninteresting</i>	( ) _____	
17. <i>I get real pleasure from my work</i>	( ) _____	
18. <i>I'm disappointed that I ever chose this work</i>	( ) _____	



### Personal Creativity Rating Questionnaire

Instructions for filling out the form:

- This questionnaire provides a number of statements, which describe your work, please note the extent of your agreement or disagreement with each statement.
- You can add remarks to each criterion as you see fit

0 - Never 1 - Very infrequently 2 - Sometimes 3 – Always

<u>Statement</u>	<u>Evaluation</u>	<u>Remarks</u>
1. Are you inquisitive? (Interested in the opinions of others, and their problems and client feedback)	( ) _____	
2. Do you try to find an opportunity to solve problems?	( ) _____	
3. Do you invest time in sharpening your goals and in examining your plans?	( ) _____	
4. Do you check mistaken assumptions or prejudices? and doubt their correctness?	( ) _____	
5. Do you identify new and different trends in the employment? market, e.g. technological changes, government policies, new regulations?	( ) _____	
6. Do you tend to make connections between different fields? (to implement ideas from one field in another)	( ) _____	
7. Are you inclined to take risks? (To develop new experiments with your own ideas)	( ) _____	
8. Do you rely on your own intuition? On guesses and internal inspirations?	( ) _____	
9. Do you tend to simplify and restrict by seeing the comprehensive picture?	( ) _____	
10. Are you able to promote your ideas and to enlist support? for them?	( ) _____	
11. Do you usually think ahead, more for the long-term than your Colleagues do?	( ) _____	
12. Do you enlist resources and information in order to support your ideas?	( ) _____	
13. Do you support new ideas of others and of your subordinates?	( ) _____	
14. Do you share your ideas with others?	( ) _____	
15. Are there people who advise you and from whom you receive feedback regarding your ideas?	( ) _____	
16. Are you fascinated by the future? Do you read futuristic books? or science fiction?	( ) _____	
17. Do you believe that you are a creative thinker and that you usually have good ideas?	( ) _____	

### Questionnaire for Examination of Management Style

Instructions for filling out the form:

- Think of the person with whom you would least prefer to work.
- It may be someone with whom you work at present, or someone that you knew in the past.
- It need not necessarily be the person that you like the least, but it must be a person with whom you had the most difficulties in performance of work.
- Describe this person as he appears to you.

<b>Criterion</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>Criterion</b>
<i>Unpleasant</i>									<i>Pleasant</i>
<i>Unfriendly</i>									<i>Friendly</i>
<i>Accepted</i>									<i>Rejected</i>
<i>Frustrating</i>									<i>Helpful</i>
<i>Enthusiastic</i>									<i>Unenthusiastic</i>
<i>Calm</i>									<i>Tense</i>
<i>Close</i>									<i>Distant</i>
<i>Warm</i>									<i>Cold</i>
<i>Uncooperative</i>									<i>Cooperative</i>
<i>Hostile</i>									<i>Supportive</i>
<i>Interesting</i>									<i>Boring</i>
<i>Integrates well</i>									<i>Quarrelsome</i>
<i>Hesitant</i>									<i>Bold</i>
<i>Inefficient</i>									<i>Efficient</i>
<i>Happy</i>									<i>Miserable</i>
<i>Defensive</i>									<i>Overt</i>

Questionnaire to Examine Consideration  
for Processes of Change

Instructions for filling out the form

- In order to develop new ideas and to promote change, both personally and for the group, opinions must be formed with regard to the process of change. You are asked to read the following list of statements and to express your opinion of them by agreement or objection, objection means that you would never make such a statement and agreement means that you might make such a statement.
- Remarks may be added to each criterion as you see fit 0 - I object 1 - I agree

<b>Number</b>	<b>Statement</b>	<b>Rating for the Statement</b>	<b>Remarks</b>
1	<i>Perhaps we'll do that next year, we'll have time to prepare</i>		
2	<i>What new ideas can you suggest?</i>		
3	<i>There is no need to make changes, everything is fine.</i>		
4	<i>Where can I find more information on the subject?</i>		
5	<i>We don't usually do that in our organization</i>		
6	<i>I'm not sure what you mean by positive change, negative change?</i>		
7	<i>I don't need any more information on the subject, I've made up my mind</i>		
8	<i>I don't think I've understood what change is and why it is needed</i>		
9	<i>I'm don't know much on the subject of change, maybe we'll bring in an expert</i>		
10	<i>I'm always looking for new ideas for improvement</i>		
11	<i>Can you help me with an idea that I am working on?</i>		
12	<i>Can you help me with some ideas that I have?</i>		
13	<i>Can I raise some queries and inspect the process?</i>		
14	<i>Can I ask some questions before it is decided?</i>		
15	<i>Are you sure that the change won't destroy the organization?</i>		

<b>Number</b>	<b>Statement</b>	<b>Rating for the Statement</b>	<b>Remarks</b>
16	<i>There are some things that we might be able to change</i>		
17	<i>We can change certain things without being harmed</i>		
18	<i>Our organization is too small, it's a pity to waste the effort</i>		
19	<i>It would be nice if someone would explain what's going on here</i>		
20	<i>Is the change essential in the present reality?</i>		
21	<i>It will surely cost a tremendous amount, who can afford a budget for changes right now</i>		
22	<i>It's impossible to perform, it's been tried and failed in the past</i>		
23	<i>It will use up too much time that we don't have available</i>		
24	<i>It doesn't seem at all important to me to invest time and money in it</i>		
25	<i>It's not my job to have an opinion on the subject, I don't deal with changes</i>		
26	<i>It's a stupid and illogical idea certainly not for here and now</i>		
27	<i>I'm happy where I am, I don't need changes at the moment</i>		
28	<i>I have several ideas on the subject, perhaps you'd find it worthwhile to listen to me too</i>		
29	<i>I've already decided I'm against any changes at present</i>		
30	<i>Any change is to the detriment of the workers, however you look at it</i>		
31	<i>At present we don't have time for changes we're pressed for time and budget</i>		
32	<i>Changes should not be done like this, other proposals and options should be examined</i>		
33	<i>In light of the new information I've changed my mind and I object to any changes</i>		
34	<i>What do mean exactly when you refer to change?</i>		
35	<i>Why do we always do everything in this way? Why is there no prior planning?</i>		

<b>Number</b>	<b>Statement</b>	<b>Rating for the Statement</b>	<b>Remarks</b>
36	<i>For whom is the change intended? The workers, the management? Or for the organization's clients?</i>		
37	<i>Who has other suggestions on the subject? Perhaps it would be worthwhile to hold a discussion on the subject?</i>		
38	<i>Who else has a proposal for change?</i>		
39	<i>Before we make a final decision, let us go over all the options.</i>		
40	<i>What else could be influenced by the change?</i>		
41	<i>What have we missed in the process? Maybe it would be worthwhile to do some renewed thinking?</i>		
42	<i>Who leads the process? People inside or outside of the organization?</i>		
43	<i>Who else is involved in the process? Is there an outside adviser?</i>		
44	<i>We've already tried this in the past, and it didn't always work</i>		
45	<i>Everything would have been alright even without the suggested change</i>		
46	<i>Let's set up a committee and not be too hasty in making decisions that we'll afterwards regret</i>		
47	<i>It's a big responsibility to perform this at present</i>		
48	<i>I suggest that we find out whether the change has already been performed in similar institutions</i>		
49	<i>Sometimes, when a change is performed, calculated risks must be taken</i>		
50	<i>Its desirable to suit the change to the organization and not the opposite</i>		

*General Remarks*

---



---



---

## Questionnaire to Examine

### The Character of the Organizational Atmosphere

Instructions for filling out the form:

- The following are a number of statements, which describe the atmosphere in the organization where you work, mark which of them fits your organization and which is not.
- Remarks may be added for each criterion as you see fit.

0 - Not fitting for the organization    1 - Fitting for the organization

<b>Number</b>	<b>Statement</b>	<b>Rating for the statement</b>	<b>Remarks</b>
1	<i>The organization puts emphasis on the worker's productivity</i>		
2	<i>The organization is managed in an authoritarian manner</i>		
3	<i>There is a distance between workers in the organization</i>		
4	<i>The organization is managed too rigidly</i>		
5	<i>The work in the organization is managed according to a pre-planned daily timetable</i>		
6	<i>There is alienation of the managers from the workers</i>		
7	<i>The organizational meetings are long and ineffective</i>		
8	<i>There is much bureaucracy in the organization but it is necessary</i>		
9	<i>Lack of identification and affinity of the workers with the organization</i>		
10	<i>There is no mutual assistance between the workers</i>		
11	<i>The workers help one another a lot and significantly</i>		

<b>Number</b>	<b>Statement</b>	<b>Rating for the statement</b>	<b>Remarks</b>
12	<i>There is professional assistance, direction and tuition within the organization</i>		
13	<i>Both managers and workers provide a personal example</i>		
14	<i>The workers contribute more than is demanded from them</i>		
15	<i>The workers in the organization participate in social activity</i>		
16	<i>There is mutual commitment of the worker to the organization and of the organization to the worker</i>		
17	<i>The workers generally feel good in the organization</i>		
18	<i>The management is not authoritarian but friendly, involved and committed</i>		
19	<i>The management imposes orders and there is a lack of staff work</i>		
20	<i>There is a closeness between the workers</i>		
21	<i>There are social relationships between the management and workers</i>		
22	<i>There is competitiveness between the workers in the organization</i>		
23	<i>The organizations' workers tend to share information between them</i>		
24	<i>Behavioural norms are constructed in the organization</i>		
25	<i>There is a positive staff spirit in the organization</i>		
26	<i>The managers in the organization usually exploit disagreements in the organization for the development of creative solutions to old/new problems</i>		

<b>Number</b>	<b>Statement</b>	<b>Rating for the statement</b>	<b>Remarks</b>
27	<i>The organization sometimes operates under pressures of time, place and budget</i>		
28	<i>There are managerial activities which take place in the organization even in situations of disagreement between management and workers</i>		
29	<i>The workers in the organization usually express their opinions clearly and directly in discussions</i>		
30	<i>A comfortable atmosphere is usually maintained during staff meetings</i>		
31	<i>Impressions are usually verified before decisions are made in the organization</i>		
32	<i>The organization encourages workers and managers to suggest changes and improvements</i>		
33	<i>“Brainstorming” is usually carried out in the organization in order to create a reservoir of creative ideas</i>		
34	<i>Simulations of “role-playing” are usually conducted in the organization in order to allow staff to cope with a specific reality</i>		
35	<i>Reflective thinking for the solution of problems is usual practice in the organization</i>		
36	<i>Processes of nurture for both workers and managers can be found in the organization</i>		
37	<i>There is no “double moral standard” in the organization</i>		

General Remarks

---



---



---



---



Questionnaire to Discover Obstructions to Creativity and the Way in which to overcome them

Instructions for filling out the form:

- The following are a number of statements, which are meant to represent your opinion regarding the creativity at your place of work.
- Read each statement attentively and mark what is suitable to your opinion regarding the creativity of the organization in which you are employed.
- Remarks may be added for each criterion as you see fit.
- 

0 - Not fitting for the organization    1 - Fitting for the organization

<b>Number</b>	<b>Statement</b>	<b>Rating for the statement</b>	<b>Remarks</b>
1	<i>I usually express a positive opinion with regard to any new idea that is brought to me</i>		
2	<i>I always try to coordinate opinions with new ideas which are brought to me</i>		
3	<i>Identification of my fear of failure with new ideas is perpetual</i>		
4	<i>I prefer to go according to the rules without any shortcuts</i>		
5	<i>I usually make assumptions before I accept or reject any change</i>		
6	<i>In work such as mine decisions must continually be made under pressure of time</i>		
7	<i>I make the choice of operating according to the risk-taking technique</i>		
8	<i>An uneven work load is not permanent in my place of work</i>		
9	<i>It is possible to consider breaking the rules if this is necessary</i>		
10	<i>I am used to relying on logic and not on emotion</i>		
11	<i>A creative climate is inborn and therefore exists in all people</i>		

<b>Number</b>	<b>Statement</b>	<b>Rating for the statement</b>	<b>Remarks</b>
12	<i>There is no such thing as creativity, when there is a need then one acts</i>		
13	<i>I sometimes act emotionally with no connection to logic</i>		
14	<i>A creative atmosphere can be learnt and developed by the individual himself</i>		
15	<i>I tend to make decisions to accept or reject a change after researching the subject</i>		
16	<i>Creativity is an innate characteristic and you cannot therefore learn to be creative</i>		
17	<i>Creativity is important for all work and especially in my work</i>		
18	<i>My colleagues creativity in their work helps in solving new problems</i>		
19	<i>A certain sort of risk must sometimes be taken when you want to change something</i>		
20	<i>Creativity without continuous planning does not always bring about the requested results</i>		

General Remarks

---

---

---

---

---

---

---

---

---

---

---

Questionnaire for the identification of Leadership Styles -

Social/Democratic - Authoritarian/Functional

Instructions for filling out the form:

- The following are a number of statements, which are meant to represent the leadership style of your direct manager at your place of work.
- Read each statement attentively and mark what is suitable to your opinion regarding the statement.
- Remarks may be added for each criterion as you see fit.

0 - Does not fit the manager, 1 - Fits the manager

<b><i>Number</i></b>	<b><i>Statement</i></b>	<b><i>Rating for the statement</i></b>	<b><i>Remarks</i></b>
<i>1</i>	<i>Determines the policy for the unit and the workers subordinate to him</i>		
<i>2</i>	<i>Acts to create a comfortable atmosphere in the unit</i>		
<i>3</i>	<i>Gives orders and directives</i>		
<i>4</i>	<i>Coordinates between the workers subordinate to him</i>		
<i>5</i>	<i>Emphasizes the importance of the organization's tasks</i>		
<i>6</i>	<i>Deliberates and solves problems with the assistance of dialogues and group discussions</i>		
<i>7</i>	<i>Raises ideas and promotes his subordinate workers according to the organizational goals</i>		
<i>8</i>	<i>Stresses the human factor in the unit</i>		
<i>9</i>	<i>Dictates the activities of his subordinate workers</i>		

<b>Number</b>	<b>Statement</b>	<b>Rating for the statement</b>	<b>Remarks</b>
10	<i>Directs his activities towards his workers</i>		
11	<i>Collects professional information and transmits it to his workers</i>		
12	<i>Make sure to maintain and put an emphasis on the satisfaction of his workers</i>		
13	<i>Centralizes authority, makes decisions alone and is decisive</i>		
14	<i>Distributes responsibility and delegates authority to his workers</i>		
15	<i>Directs his workers' activities to the unit's goal</i>		
16	<i>Cooperates with his workers in determining the goals and aims of the unit</i>		
17	<i>Takes initiative and promotes projects</i>		
18	<i>Involves and updates his workers with regard to everything that happens in the unit and the organization</i>		
19	<i>Able to hurt others and to push them into marginal positions</i>		
20	<i>Respects proposals, initiatives and new ideals for improvement which are raised by others</i>		

General Remarks

---



---



---



---

Questionnaire for the Determination of Quality Management Policy and Definition of  
Responsibility and Authority

Instructions for filling out the form:

- The following are a number of questions, which are intended to examine the level of quality control in the organization in which you work.
- Read each question attentively and mark the column for yes or no with an X as your answer.

<b>Number</b>	<b>Question</b>	<b>Yes</b>	<b>No</b>
1	<i>Has the organization's management, who is responsible for operation, defined its quality policy, including the aspiration for quality on the level of instruction, its consideration of and commitment to the level of quality, and accepted this policy according to the regular processes of the organization?</i>		
2	<i>Was the definition of quality policy registered in the organization's documentation, while expressing the organizational goals in the field of quality management and process control in the organization?</i>		
3	<i>Is the policy fitting for the organization's goals, expectations, and needs of the clients?</i>		
4	<i>Has the management of the organization promised to construct, implement and maintain this policy at all levels of the organization?</i>		
5	<i>Has the organization's management promised that quality management activity will be integrated in all the organization's activities, while emphasizing the correct operation of each component of the organization, including direction and training of the workers, and their supervision?</i>		
6	<i>Was a definition made by the organization's management of the areas of responsibility, authority and mutual relations, between all of those who is area of activity influences quality and was this registered in the organization's documentation?</i>		



Questionnaire regarding Management Policy on  
the Organizational Structure and Allocation of Resources

Instructions for filling out the form:

- The following are a number of questions to examine the level of quality control of the organization in which you work
- Reach each question attentively and mark an X in the yes or no column as your answer.

<i><b>Number</b></i>	<i><b>Question</b></i>	<i><b>Yes</b></i>	<i><b>No</b></i>
1	<i>Has the structure of the quality system been defined by the management of the organization in regulations, orders and instructions?</i>		
2	<i>Did the management of the organization prepare a flow chart of the above-mentioned organizational structure?</i>		
3	<i>Has the management of the organization defined the responsibility and authority for each of the workers in the organization?</i>		
4	<i>Has the management of the organization defined the area of the work of each of the workers in the organization?</i>		
5	<i>Was the organizational structure accepted by any formal body of the organization, updated periodically and distributed between its units?</i>		
6	<i>Within the organizational structure, was a representative of the management included for the subject of quality control and safety?</i>		
7	<i>Did the management of the organization determine that the representative on its behalf would be a senior manager, whose responsibility and authority should ensure the imprinting, implementation and maintenance of a quality management system?</i>		
8	<i>Did the management of the organization define for the representative on its behalf, without connection to his other functions in the organization, authorities regarding the subject of control of the preparation, implementation and maintenance of the quality system management according to the Standards?</i>		

<b>Number</b>	<b>Question</b>	<b>Yes</b>	<b>No</b>
9	<i>Did the management of the organization define for the representative on its behalf, reportage regulations regarding the performances of the quality system management for the management of the organization for the purposes of a management survey, as a basis for improvements in the quality system?</i>		
10	<i>Did the management of the organization provide for the representative on its behalf, supplementary reportage regulations to assist in the implementation of the quality policy and the drafting of internal verification tests to examine the compliance with the organization's regulations according to the requirements of this Standard and according to the work instructions?</i>		
11	<i>Did the management of the organization identify and allocate resources of manpower and accompanying equipment for the performance of the managerial quality control and verification activities, including the drafting of internal managerial quality tests, worker training, refresher courses etc.</i>		
12	<i>Does the management of the organization periodically survey the activities of the organization and periodically assess the resources, which were determined, and the need for them, such as the required number of function holders, and the necessary equipment for their activities.</i>		
	<i>Total:</i>		

General Remarks

---



---



---



---



---



---



---



---



Questionnaire regarding a survey of the efficacy  
of Quality System Management

Instructions for filling out the form:

- The following are a number of questions, which examine the level of quality control in the organization in which you work.
- Read each question attentively and mark an X in the yes or no column as your answer.

<b>Number</b>	<b>Question</b>	<b>Yes</b>	<b>No</b>
1	<i>Did the management of the organization provide arrangements for the performance of an efficacy survey of the quality system management at defined periods of time, to ensure continual modification to the requirements of this Standard, for the quality system of the organization and for the declared quality policy of the management and its goals?</i>		
2	<i>Were arrangements provided for the maintenance of documentation on the management survey?</i>		
3	<i>Are discussions held on the surveys at the level of the organization's management, with the participation of senior function holders of the organization?</i>		
4	<i>Does the representative of the management prepare an agenda for discussion before these discussions, which relates especially to subjects, which include all the components, which influence the financial operation of the organization and its influence on the quality management or the service?</i>		
5	<i>Are complaints or comments of the external clients of the organization brought before the management?</i>		
6	<i>Are the workers' suggestions for improvement or requests for improvement periodically presented to the management?</i>		
7	<i>Was a lack of correlation discovered by the organization's workers in the organization, such as: in the quality of service to the clients?</i>		
8	<i>Does the management distribute service feedback to the organization's clients?</i>		

<b>Number</b>	<b>Question</b>	<b>Yes</b>	<b>No</b>
9	<i>Does the management report the findings of the internal and/or external tests to the workers?</i>		
10	<i>Does the management report to the organization's workers on the correction of defects that were found in the feedback or because of client complaints?</i>		
11	<i>In your opinion, is there a lack of correlation in the operation of manpower resources (including the suitability of staff for their functions, a lack of information or knowledge or too little training for workers) in the organization</i>		
12	<i>Do you provide reports to your superiors in a work report with indices and goals for improvement of the quality of your work?</i>		
13	<i>Do you, on your own initiative, collect data, which illustrate the responses of those who receive the service, with regard to the politeness and reliability of your work?</i>		
14	<i>Are you required to report data relating to the accuracy, perfection, technical level and professionalism of your work to your superiors?</i>		
15	<i>Are data regarding the efficiency of your communication with your clients, both inside and outside the organization, examined?</i>		
16	<i>As far as you know, are discussions held on the above mentioned subjects and is a summary of the discussion including decision, tasks, timetables and details of follow-up of the efficacy of the system distributed?</i>		
	<i>Total:</i>		

*Personal Impressions from Filling out the Questionnaires*

---



---



---



---



---



---



---



---



---

## **2.2 Booklet and Transcripts Questionnaire Given to Youth-Village Pupil's Parent's**

Pupil's Parent's Questionnaire Booklet Number 3

The Research Subject:

Perceptions of Managerial Grade Workers regarding Suitable Management Methods  
for the Institutions in which they Work

This is a confidential document, on no account will the details written in this document be used except for research purposes alone and this will only be performed without publication of your name or other identifying details.

Research Code: \_\_\_\_\_ Belonging to Unit: \_\_\_\_\_

Date of questionnaire completion \_\_\_\_\_

Instructions for filling out the form:

- The questionnaire is anonymous
- The research code is solely for data analysis purposes
- Each question should be read with care before providing an answer
- The language of the questionnaire is composed in the male gender only in order to enable easy examination
- You are requested to fill out the questionnaire independently

If additional questions or clarifications are necessary when completing the questionnaire, it is possible to contact Shabtay Bilu at mobile phone: 050-6970747,

Home telephone: 08-9421291 (in the evening hours)

Written, edited and prepared for completion by Shabtay Bilu

May 2002

## Direct Connection Staff Evaluation

### Questionnaire – Appraisal Form

Instructions for filling out this questionnaire:

- In this questionnaire, you are asked to evaluate your assessment of your Staff liaison to the school as a pupil's parent. You may add remarks as you wish for each criterion
- Read each question attentively and mark an X in the place, which most suits your opinion.

#### 1. Professionalism and performance skills

<b>Number</b>	<b>Criterion</b>	<b>High</b>	<b>Good</b>	<b>Mediocre</b>	<b>Low</b>	<b>Very low</b>	<b>Remarks</b>
1	<i>Professional in his area of work</i>						
2	<i>Performs management tasks in a qualitative manner</i>						
3	<i>Performs management tasks in an accurate manner</i>						
4	<i>Provide unique significant contribution</i>						
5	<i>Able to function in pressure situations</i>						

#### 2. Personal Relationships and Staff Work

<b>Number</b>	<b>Criterion</b>	<b>High</b>	<b>Good</b>	<b>Mediocre</b>	<b>Low</b>	<b>Very low</b>	<b>Remarks</b>
6	<i>Provides caring in work relations between parents to the school staff</i>						
7	<i>Contributes to a good atmosphere between parents to the school staff</i>						
8	<i>Able to accept remarks and criticism from parents</i>						

#### 3. Responsibility and Identification

<b>Number</b>	<b>Criterion</b>	<b>High</b>	<b>Good</b>	<b>Mediocre</b>	<b>Low</b>	<b>Very low</b>	<b>Remarks</b>
9	<i>Involved and identifies with the unit's goals</i>						
10	<i>Willing to contribute to tasks</i>						

	<i>which are not part of his function</i>						
11	<i>Willing to contribute beyond the regular work hours</i>						
12	<i>Accepts responsibility for defects and mistakes</i>						
13	<i>Can be relied upon in times of crisis</i>						
14	<i>Provides support for his workers and promotes their abilities</i>						
15	<i>Involves workers in decision making</i>						

#### 4. Initiative and Originality in Organization

<b>Number</b>	<b>Criterion</b>	<b>High</b>	<b>Good</b>	<b>Mediocre</b>	<b>Low</b>	<b>Very low</b>	<b>Remarks</b>
16	<i>Able to implement new ideas raised by parents</i>						
17	<i>Willing to consider new ideas raised by parents</i>						
18	<i>Able to develop new and original solutions and to improve work towards parents</i>						
19	Makes use of up-to-date professional information and modifies it for the parents and pupils problems						
20	Initiates entry into new areas of activity with due parents involvement						
21	Willing to accept comments and ideas for improvement from parents						
22	Willing to be open-minded for a new professional change raised by parents						
23	Able to promote new ideas raised by the pupils' parents						

### 5. Leadership & Management

<b>Number</b>	<b>Criterion</b>	<b>High</b>	<b>Good</b>	<b>Mediocre</b>	<b>Low</b>	<b>Very low</b>	<b>Remarks</b>
24	<i>Makes considered and relevant decisions</i>						
25	<i>Provides a personal example for workers</i>						
26	<i>Able to lead and to draw his staff to follow him</i>						
27	<i>Provides support and backing for workers</i>						
28	<i>Responds well to change and unexpected situations</i>						

### 6. Service Consciousness, Client Satisfaction (Internal & External)

<b>Number</b>	<b>Criterion</b>	<b>High</b>	<b>Good</b>	<b>Mediocre</b>	<b>Low</b>	<b>Very low</b>	<b>Remarks</b>
29	Coordinates level due pupils and parents						
30	pupils and parents satisfaction level						
31	Contributes to bring new pupils						
32	Distinguishes between significant and insignificant in looking after pupils and parents						

### General Remarks

---



---



---



---



---



---



---



---



---

### Parent's involvement Satisfaction Questionnaire

Instructions for filling out the form:

- This questionnaire provides a number of statements, which describe your involvement, as a parent, in the school, please note the extent of your Agreement or disagreement with each statement.
- You can add remarks to each criterion as you see fit

1-Completely disagree 2-DisAgree 3-Undecided 4-Agree 5-Completely Agree

<u>Statement</u>	<u>Evaluation</u>	<u>Remarks</u>
1. <i>Involvement in the school is like a pastime for me</i>	( )	_____
2. <i>My involvement usually sufficiently interesting and does not bore me</i>	( )	_____
3. <i>Other parent's colleagues at work seem to enjoy themselves more than me</i>	( )	_____
4. <i>I relate to my involvement in the school as something, which is not very pleasant</i>	( )	_____
5. <i>I enjoy involvement in the school more than my free time</i>	( )	_____
6. <i>I'm usually bored at parents meetings at school</i>	( )	_____
7. <i>I am satisfied with my involvement in the school</i>	( )	_____
8. <i>Most of the time I have to force myself to go to parents meetings</i>	( )	_____
9. <i>For the moment it could be said that I am satisfied with my involvement in school</i>	( )	_____
10. <i>I think my involvement in school is no more interesting than other work that I could get</i>	( )	_____
11. <i>It is clear to me that I do not like my involvement in school</i>	( )	_____
12. <i>I am happier at work than most of those around me</i>	( )	_____
13. <i>Most of the time I'm enthusiastic about my involvement in school</i>	( )	_____
14. <i>Every parents meeting seems interminable</i>	( )	_____
15. <i>In my opinion I like my involvement more than the average worker</i>	( )	_____
16. <i>My involvement in the school is uninteresting</i>	( )	_____
17. <i>I get real pleasure from involvement in school</i>	( )	_____
18. <i>I'm disappointed that I ever chose to be involved in school</i>	( )	_____

General Remarks

---

---

### Parent's Work Satisfaction Questionnaire

Instructions for filling out the form:

- This questionnaire provides a number of statements, which describe your work, please note the extent of your Agreement or disagreement with each statement.
- You can add remarks to each criterion as you see fit

0 - Never 1 - Very infrequently 2 - Sometimes 3 - Always

<u>Statement</u>	<u>Evaluation</u>	<u>Remarks</u>
1. Are you inquisitive? (Interested in the opinions of others, and their problems and client feedback)	( ) _____	
2. Do you try to find an opportunity to solve problems?	( ) _____	
3. Do you invest time in sharpening your goals and in examining your plans?	( ) _____	
4. Do you check mistaken assumptions or prejudices? and doubt their correctness?	( ) _____	
5. Do you identify new and different trends in the employment? market, e.g. technological changes, government policies, new regulations?	( ) _____	
6. Do you tend to make connections between different fields? (to implement ideas from one field in another)	( ) _____	
7. Are you inclined to take risks? (To develop new experiments with your own ideas)	( ) _____	
8. Do you rely on your own intuition? On guesses and internal inspirations?	( ) _____	
9. Do you tend to simplify and restrict by seeing the comprehensive picture?	( ) _____	
10. Are you able to promote your ideas and to enlist support? for them?	( ) _____	
11. Do you usually think ahead, more for the long-term than your colleagues do?	( ) _____	
12. Do you enlist resources and information in order to support your ideas?	( ) _____	
13. Do you support new ideas of others and of your subordinates?	( ) _____	
14. Do you share your ideas with others?	( ) _____	
15. Are there people who advise you and from whom you receive feedback regarding your ideas?	( ) _____	
16. Are you fascinated by the future? Do you read futuristic books or science fiction?	( ) _____	
17. Do you believe that you are a creative thinker and that you usually have good ideas?	( ) _____	



## **Appendix 3**

### **Interview Booklets and Transcripts Given to Youth-Village Employees and Pupils' Parents**

#### **3.1 Interview Booklet and Transcripts Given to Youth-Village Employees**

Educational Institute Employees

Questionnaire Booklet No. 2

The Research Subject:

Perceptions of Managerial Grade Workers regarding Suitable Management Methods for the  
Institutions in which they Work

This is a confidential document, on no account will the details written in this document be  
used except for research purposes alone and this will only be performed without publication  
of your name or other identifying details.

Research Code: \_\_\_\_\_ Belonging to Unit: \_\_\_\_\_

Date of questionnaire completion \_\_\_\_\_

Instructions for filling out the form:

- The questionnaire is anonymous
- The research code is solely for data analysis purposes
- Each question should be read with care before providing an answer
- The language of the questionnaire is composed in the male gender only in order to enable  
easy examination
- You are requested to fill out the questionnaire independently

If additional questions or clarifications are necessary when completing the questionnaire, it is  
possible to contact Shabtay Bilu at mobile phone: 050-6970747,

Home telephone: 08-9421291 (in the evening hours)

Written, edited and prepared for completion by Shabtay Bilu

October 2002

Questionnaire/ Interview for the Managerial Level - No. 1

1. What have you learnt about the organization in which you are employed from completion of the questionnaires and from your responses to the questions, which appear there?
2. Do you notice any connection between your professional function in the organization and your skills, desires?
3. What special efforts, if any, were required by you in order to complete the Questionnaire Leaflet No. 1?
4. Have there been any changes in your work environment? Technological developments, alterations in the management procedures in the direction of becoming qualitative in recent years (2001-2004).
5. From whom? When? And how if at all, did you receive assistance in training instruction and in advanced management?
6. What is your approach to advanced management methods? Is there room for quality management in school or is this superfluous?
7. Is the management process a learned and developing process?
8. How did you cope with difficulties in filling out the questionnaire? What helped you to overcome the difficulties?
9. How have you coped with difficulties that occurred, if there were any, during the last four years at work?
10. Explain by what means you attempt to improve and promote the management of the workers for whom you are responsible.
11. What have you learnt until now, if anything, about yourself from the completion of these questionnaires?
12. What can you say about the managerial methods of your direct supervisor? Does he/she sociable? Democratic? Assignment ? Authoritative? Does he/she share you in their management decision or to ignore from you?.
13. Does your direct supervisor mediator at a time of disputed between the Youth-Village managerial staff? Solves problems by group discussion and brainstorming? Does he emphasize the organization human capital?
14. Does your direct supervisor his capable of hurting someone of his the Youth-Village managerial staff just because he did not take part in the supervisor maim prefer project?

Questionnaire/Interview for the Managerial Level - No. 2

1. What is the meaning of the term management in your view?
2. What is good and quality management in your opinion?
3. How do you try, if at all, to integrate advanced managerial methods in your work?
4. What, in your opinion, are the best ways in which to achieve good and quality management in the institution in which you are employed?
5. To what extent will you be influenced, if at all, by the fact that the researcher is someone that you know to you both personally and professionally?
6. To the extent that you wish to improve your managerial technique, how would you go about this?
7. What is your opinion with regard to staff work when the managerial level is concerned?
8. What, in your opinion, if it exists at all, is the relationship between the manager and those he manages?
9. How can your management style be improved, if at all, without harming your status, you're functioning and those under you?
10. How, if at all, can all the workers at managerial level be brought to change their method of management for the good of the organization and for their own benefit?
11. Are you willing to perform changes in the way in which you work so that your career and professional development will improve even if you have to learn innovative methods and approaches to management?
12. Do you, personally, have a good feeling about what is happening in the organization around you?
13. Do you feel that your direct supervisor give you instructions under pressure, without no criticism and justification?
14. Do you feel that in the Youth-Village there is a distance between the workers? Between themselves? Between them and the managerial staff?
15. How do you define your direct employee's moral level?
16. Do you feel that the managers in your level have the same devotion and enthusiasm as you? Less than you? More than you?

Questionnaire/Interview for the Managerial Level - No. 3

1. Have you, in recent years, participated in a change process in the educational institution in which you work?
2. In your opinion, what significance is there for the participation of the managerial level/person in research regarding managerial methods in the organization?
3. To what extent does it seem to you that the integration of organized reportage, on special forms or alternatively the recording and updating of activities in which you are involved during your daily activities can improve the management of the organization?
4. To what extent do you think that your participation in research regarding the institution in which you work can contribute to your personal and professional advancement?
5. In your opinion, do the managerial processes also include being updated, being innovative and using advanced technologies? Does this processes are suitable to the Youth-Village?
6. What can any manager learn from taking part in research regarding the institution in which he is employed?
7. Do you think that a manager at your level should take part not only in the management of his workers but also in determination of the policy of the organization within which he works?
8. To what extent does it seem to you that the integration of modern technologies in your daily work can advance your managerial technique in the direction of quality management?
9. Can every worker at the managerial level learn, improve and change their managerial habits?

Questionnaire/Interview for the Managerial Level - No. 4

1. What is the significance of this research in your view?
2. Why did you decide to take part in this research?
3. To what extent does your participation in this research constitute a personal, professional or other type of difficulty?
4. How do you overcome this personal, professional or other type of difficulty?
5. Do you sense that you have undergone change because of your participation in this research?
6. What have you learnt directly because of participation in this research?
7. How would you describe the attitude of your managerial level colleagues to their participation in this research?
8. Were discussions carried out between the members of the organization's management subsequent to the completion of the forms?
9. Clarifications, remarks, criticisms and your general impressions regarding the questionnaire.

## **3.2 Interview Booklet and Transcripts Given to Youth-Village Pupils' Parents**

Pupilles' Parents Questionnaire Booklet No. 4

The Research Subject:

Perceptions of Managerial Grade Workers regarding Suitable Management Methods for the  
Institutions in which they Work

This is a confidential document, on no account will the details written in this document be used except for research purposes alone and this will only be performed without publication of your name or other identifying details.

Research Code: \_\_\_\_\_ Belonging to Unit: \_\_\_\_\_

Date of questionnaire completion \_\_\_\_\_

Instructions for filling out the form:

- The questionnaire is anonymous
- The research code is solely for data analysis purposes
- Each question should be read with care before providing an answer
- The language of the questionnaire is composed in the male gender only in order to enable easy examination
- You are requested to fill out the questionnaire independently

If additional questions or clarifications are necessary when completing the questionnaire, it is possible to contact Shabtay Bilu at mobile phone: 050-6970747,

Home telephone: 08-9421291 (in the evening hours)

Written, edited and prepared for completion by Shabtay Bilu

January 2003

Open Questionnaire for the pupils' parents - No. 1

1. In your opinion, what is the meaning of the term quality management? What is intended when a quality manager is mentioned?
3. Do you notice any connection between your voluntary involved function as a parent in the organization and your skills, desires?
4. What special efforts, if any, were required by you in order to complete the Questionnaire booklet No. 1?
5. Has there been a significant change in the management style or in the character of the Youth-Village in recent years?
6. What, in your opinion, as a parent's colleague's attitude to recent changes that have occurred in the school in the last years (2001-2004)?
7. Have there been any changes in your child-learning environment? Technological developments, alterations in the management procedures in the direction of becoming qualitative in recent years (2001-2004).
8. What are the factors which assist you, as parents in your involvement process in the Youth-Village? How would you characterize them?
9. From whom? When? and how if at all, did you receive assistance in training instruction before you started involving in your child school?
10. What is your approach to advanced management methods? Is there room for quality management in school or is this superfluous?
11. Is the management process a learned and developing process?
12. How did you cope with difficulties in filling out the questionnaire? What helped you to overcome the difficulties?
13. How have you coped with difficulties that occurred, if there were any, during the last four years of involving in your child Youth-Village?
14. Explain by what means you attempt to improve and promote the management of the workers in the Youth-Village you're involved in?.
15. What have you learnt until now, if anything, about yourself from the completion of these questionnaires? And as an involved parents in the process?
16. If there is, by your opinion, empathy and consideration between the management staff in the Youth-Village?

Open Questionnaire for the pupils' parents - No. 2

1. What is meaning of the management in your view?
2. Do you use, during your involvement in the Youth-Village, a computer for what needs? If not why?
3. What, in your opinion is a good and qualitative school management?
4. How do you try, if at all, to integrate advanced managerial methods in your involvement as a parent in the Youth-Village?
5. Do you, in your involvement as a parent in the Youth-Village, use advanced technological means such as computerized communications (e-mail) with your colleagues? and for what length of time each time (give an estimate)?
6. What, in your opinion, are the best ways in which to achieve good and quality management in the institution in which your child is learning?
7. In your opinion, what significance does the annual curriculum have in the institution in which your child is learning?
8. To what extent does it appear to you that the integration of computerized communications between the managerial level workers in the organization is liable to assist in the promotion, development and improvement of the system of information transmission between the function holders to the pupils' parents?
9. To the extent that you wish to improve the Youth-Village managerial technique, as an involved parent how would you go about this?
10. What is your opinion with regard to staff working in the Youth-Village when the managerial level is concerned?
11. What, in your opinion, if it exists at all, is the connection and the relationship between the management staff and the pupils' parents?
12. How can your management style be improved, if at all, without harming the management staff, in all levels, status in the Youth-Village?
13. How, if at all, can all the workers at managerial level be brought to change their method of management for the good of the organization and for the benefit of the pupils and their parents?
14. Are you willing to perform changes in the way in which your involvement in the Youth-Village so that your career and professional development will improve even if you have to learn innovative methods and approaches to management?



Open Questionnaire for the pupils' parents - No. 3

1. Have you, in recent years; participated in a change process in the educational institution in which one of your children is learning?
2. In your opinion, what significance is there for the participation of the parent in research regarding managerial methods in the Youth-Village organization?
3. To what extent does it seem to you that the integration of organized reportage, on special forms or alternatively the recording and updating of activities, in which you are involved during activities, as a parent, can improve the management of the organization?
4. To what extent do you think that your participation in research regarding the institution in which you are involved can contribute to your personal and professional advancement?
5. In your opinion, do the managerial processes also include being updated, being innovative and using advanced technologies?
6. What can any parent learn from taking part in research regarding the institution in which his children are going learning?
7. Do you think that a parent should take part not only involving in the pupils learning needs but also in determination of the management policy of the organization within which his involved?
8. To what extent does it seem to you that the integration of modern technologies in the Youth-Village can advance the school managerial technique in the direction of quality management?
9. Can every worker at the managerial level learn and improve and change their managerial habits?
10. Clarifications, remarks, criticisms and your general impressions regarding the questionnaire.

Open Questionnaire for the pupils' parents - No. 4

1. What is the significance of this research in your view?
2. Why did you decide to take part in this research?
3. To what extent does your participation in this research constitute a personal, professional or other type of difficulty?
4. How do you overcome this personal, professional or other type of difficulty?
5. Do you sense that you have undergone change because of your participation in this research?
6. What have you learnt directly because of participation in this research?
7. How would you describe the attitude of other parents involved in the school their participation in this research?
8. Were discussions carried out between the parents of the school pupils subsequent to the completion of the forms?

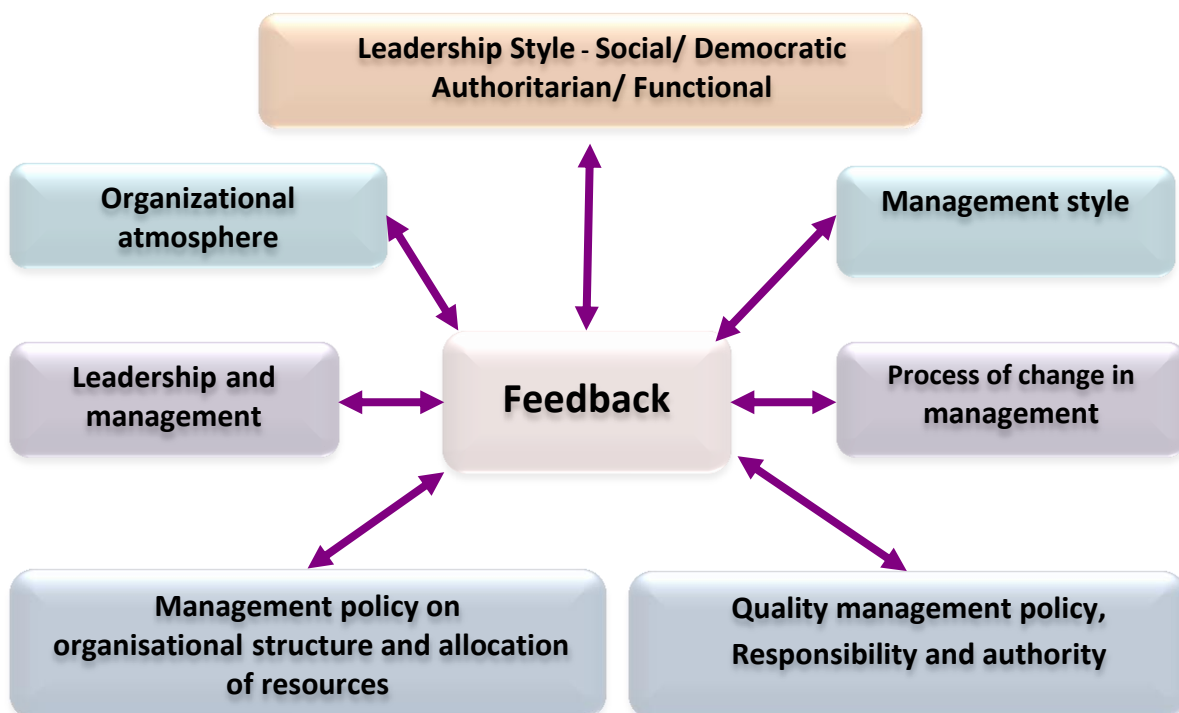
## Appendix 4

### Strategic Model of Ed.QMS New Theory Implementation

#### 4.1 Quality Management Approach

Figure 11 below relates to the different variables that should be considered to create a strategic management model according to the Quality Management approach

**Figure 11: Quality management approach strategic model**



#### A. Definition:

The Quality Management theory provides a part of a strategy designed to lead to management success within organisations. It relates to the different management processes within organisations.

The new theory relates both to educational processes with educational outputs and also to the different industrial and agricultural processes and outputs that occur within institutions such as the A. Youth Village.

#### B. Required activities to achieve objectives performed by:

- (MD) - High Level Management Staff Division.

#### C. The managerial aspects involved and influenced by the activity:

- The process of change in management

- Management policy regarding the organisational structure and resources allocation
- The style of management
- Leadership and management
- The style of leadership - Social/Democratic-Authoritarian/Functional
- A Quality Management policy, responsibility and authority
- The organisational atmosphere

#### **D. Principle Explanation:**

The first component of the new theory is the Quality Management Approach, which proposes that the organisation should be an open system. Aharoni indicates that an open society is one that is open to society; and exhibits organisational transparency, meaning that the organisation should be more open to the needs of the surroundings and the needs of the employees and consumers of the society. As an organisation open to the environment the organisation should continually adapt its educational vision that directs its work to the changing needs of the environment.

In the case of the A. Youth Village this relates to the updating of the organisation's work to meet the technological demands of the 21<sup>st</sup> century both in learning programmes, methods of management and greater transparency. This altered attitude should stem from the higher levels of management who determine policy and should be the first to internalise the need for adaptation to the needs of the environment.

Quality Management requires transparency. Transparency is a necessary requirement of the *Process of Change in Management*, based on the *Management Policy Regarding the Organisational Structure and the Allocation of Resources*. This is crucial to exposing what is happening within the organisation, when it comes to the field of educational management. The programme for the management of the organisation's outputs should improve.

The organisation should take action on a regular basis to improve the quality of its outputs. This is where *Management and Leadership Style* both play a critical role. Together these two elements can create a fertile space where the employees feel that they can develop their creativity and initiative, thus encouraging the implementation of the needed changes. After succeeding in adopting a new approach to management, the managerial staff can turn its attention to improving the *Organisational Atmosphere*. Employees should be appraised and rewarded according to the quality of their outputs, as well as their personal strengths, indicating matters that need improvement and the ways in which this can be achieved.

Concerning the Organisation's Boundaries – the management should set the boundaries for the organisation, but at the same time, it must take measures to ensure that the organisation will not become isolated and hermetically closed. According to Aharoni, in terms of Negative Entropy – any approach to management within an organisation should be based on the foundation of well-established relationships existing between the organisation and the various environments that surround it. This includes the need to pool resources with surrounding organisations in order to attain greater effectiveness and better management of the organisation's resources. This principle was adopted for the new theory.

According to the quality principle of Constant Improvement, every organisation has to examine its managerial processes and activities, both qualitatively and quantitatively. This constant checking process is a necessary requirement for improvement and without it the organisation is doomed to stagnation. If the *Management Policy, Responsibility and Authority* are not executed, with even greater industriousness and with enthusiasm all the changes and modifications that were implemented because of adopting the Quality Management approach will dwindle into non-existence, and all the achievements gained by the management will be lost. One of the most well-known tools to facilitate these processes is Feedback.

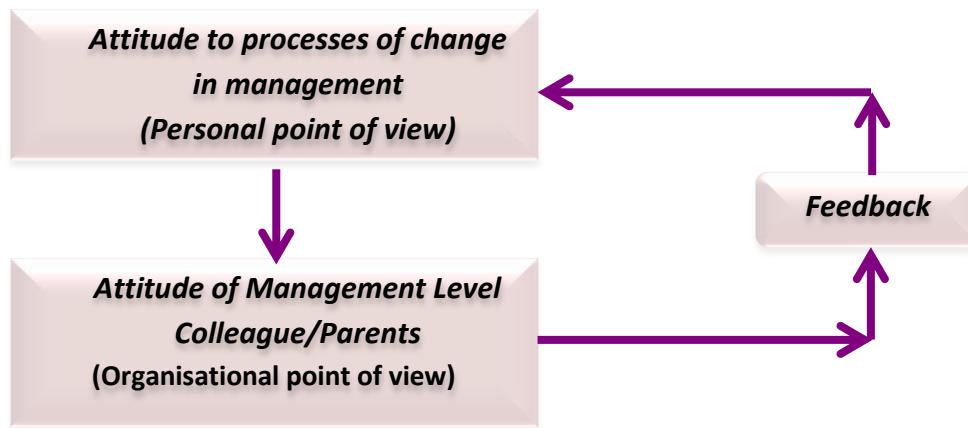
The management requires an efficient and effective feedback system. This system must exist in every educational organisation, and especially in the A. Youth-Village. Feedback should be produced from an investigation and measurement of each and every stage of the operational process.

Feedback should enable redefinition of goals so that the organisation becomes a learning organisation. An on-going and professional relationship should be encouraged to develop between the organisation and similar institutions, which are developing and elaborating the same professional areas and fields, which the particular organisation is currently engaged in developing for mutual enrichment.

## 4.2 Personal Managerial Practice

Figure 12 relates to the different variables that should be considered with regard to the stakeholders attitudes towards the organisation:

**Figure 12: Personal Attitude Model**



**A. Definition:** Outlining respondents' personal attitude towards their participation in the research, and their participation in the process of change that arose from the research conclusions to understand to what extent they hold an open attitude towards an investigation of their work and are willing to take part in change. This should improve motivation and commitment of all those involved and influenced by change process.

**B. Required activities to achieve objectives performed by:**

- Management Division (**MD**) - High level management staff
- Labour Division (**LD**) - Medium level management staff
- Specialists Division (**SD**) - Low level management staff and parents acting as members of the parents' committee

**C. The attributes involved and influenced by this process:**

- The MD level's attitude towards the processes of change in management
- The attitude of lower level management, specialist staff and parents towards the process of change.

**D. Definitions of the key principles:**

This component incorporates the following principles of employee performance mentioned by Vroom (1994, cited in Globerzone & Eden, 1997) and Kaner (2003) and Davis and Newstrom (2001):

The *Individual's expectations regarding their performance* depend upon the individual's sense of self-efficacy. Self-confident employees are more certain of their potential to attain success, whereas less confident employees have lower expectations.

*Instrumentalism* refers to the individual's subjective probability (as the individual perceives it) that the successful execution of the job will produce the desired results.

*Value* refers to the extent of personal satisfaction the individual expects to yield from achieving each of the outcomes. *Overtures* refer to the personal process of adaptation that the individual employee undergoes. *Coping* refers to personal power struggles that take place between leaders within the groups.

*Consolidation* refers to the process of clarifying the goals, strengthening the relations, and delineating the 'rules of the game' for every one of the organisation's employees.

*Teamwork* refers to group members maintaining close and good relations, sharing a mutual working space and participating in all round motivational feedback processes to ensure that the individual employees maintain a good attitude towards their personal role in the organisation.

This enables the employees to maintain a high level of work satisfaction, and is the only way to ensure the continuation of the process of improvement within the educational institute.

### 4.3 Professional Quality Development

Figure 13 below relates to the different variables that should be considered in order to improve the professional level of the organisation:

**Figure 13: Professional Quality Development Model**



**Definition:** Provides the part of the theory dealing with the development of the quality of the organisation's professional management.

**A. Managerial Activity process performed by:**

- Management Division (**MD**) - High level management staff.
- Labour Division (**LD**) - Medium level management staff.
- Specialists Division (**SD**) - Low level management staff and parents acting as members of the parents' committee.

**B. Attributes involved and influenced:**

- Initiative and Originality in the Organisation
- Efficacy of the Quality Management System
- Interpersonal Relationships and Teamwork
- Obstructions to creativity and ways of overcoming them
- Resistance is reduced by Professionalism and Performance Skills

**C. Explanation of the principle:**

*Professional Quality Development* is the fourth component of the new theory, and is a crucial part of it. *Professional Quality Development* is what enables the educational organisation to demonstrate initiative and put an emphasis on creativity and originality. Where there is no innovation, there is no originality, thus, *Initiative and Originality in the Organisation* is more than just a slogan, primarily it is a way of operating and managing the organisation. The institution should demonstrate initiative on a daily basis.



As a result of the understanding gained from his study of the management of the A. Youth Village, the researcher developed the following seven principles for innovation and they all appear in the new *Ed.QMS* method:

1. Leaders should be encouraged to define an innovation strategy, building an appropriate portfolio and encouraging the creation of identifiable values.
2. Innovation should be matched to organisational managerial strategy.
3. The strategy for innovation should become an integral part of the organisation's business concept, including procedural and cultural support.
4. A balance should be drawn between creativity and value creation.
5. Efforts should be invested to neutralise resistance that prevents organisational changes.
6. Innovation networks should be created within and outside the organisation
7. Innovations should be measured and rewarded, including management innovation.

These principles are included as part of the new management theory, and should be employed in the practical application of the theory.

By increasing employees' level of innovation and creativity, the entire organisation gains managerial efficiency and profits from the enhanced quality of its outputs. When dealing with quality, one must keep in mind that the *Efficacy of the Quality Management System* is based on the organisation's human capital. The ideal to strive towards is a sophisticated worker who enjoys a high level of work satisfaction and who displays creativity, coupled with innovation.

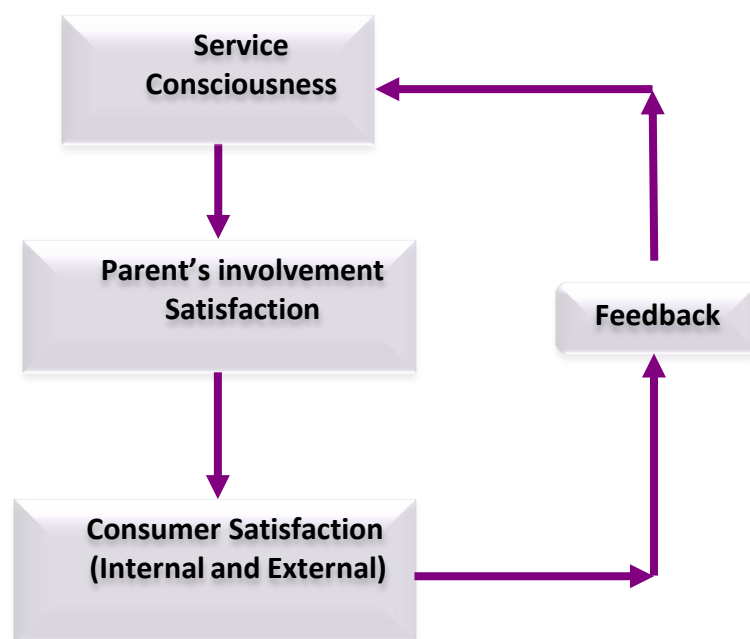
Quality of management and management efficacy can only be achieved in organisations that have strong *Interpersonal Relationships and Teamwork*. Without good teamwork, various managerial problems arise, and other issues such as *Obstacles to Creativity* may interfere with the management's work processes. Every organisation must find the best way to overcome the obstructions to creativity that its employees have to deal with. These challenges can be faced and conquered as the employees perform their functions within the organisation. When dealing with the issue of *Interpersonal Relationships and Teamwork* superior-subordinates should be continually fostered and improved. This is a very fragile issue, because any change in the organisation's managerial functionaries shuffles the deck, so to speak. One of the main challenges of management has always been how to keep the relationships between employees and their subordinates in a positive state of affairs, despite personnel changes so as not to adversely affect the achievement of the organisation's targets, aims and goals.

Another issue is the *Professionalism and Performance Skills* of the organisation's management and its employees. Without a high level of professionalism, the management and other employees cannot achieve the organisation's goals. To achieve the required level of professionalism, the organisation's management must upgrade its standards of professionalism and maintain them, by operating continual improvement programmes. As already mentioned constant and professional mutually enriching relationship should exist between the organisation and similar institutions in its environment, which are developing the same professional areas and fields as the ones, which the organisation itself is engaged in developing will also encourage personal and professional development of the organisation's staff.

#### 4.4 Consumer Satisfaction

Figure 14 below relates to the different variables that should be considered in order to test the level of consumer satisfaction i.e. the extent to which products meets consumer expectations:

**Figure 14: Consumer Satisfaction Model**



**A. Definition:** Enhancing managerial effectiveness within the framework of the organisation's relationship with its consumers, as well as its service awareness.

**B. Managerial Activity process performed by:**

- The Specialists Division (SD) - Low level management staff and parents acting as members of the parents committee – this division is the one that maintains a long-term relationship with the consumers of the Youth Village.

### **C. Attributes involved and influenced:**

- Service Awareness
- Consumer Satisfaction (Internal and External)
- Parent's Involvement and Satisfaction

### **D. Explanation of the principle:**

*Consumer Satisfaction* begins with the element of *Service Awareness*. Without a high level of *Service Awareness*, the target of *Consumer Satisfaction* cannot be achieved. The management should do whatever is necessary in order to meet the needs of the educational consumer, in this case the pupils' parents, by fulfilling the educational needs of their children and providing the services they paid for.

It is in the interest of the management, to provide the pupils with a technological and scientifically oriented education, to prepare the pupils to meet the challenges of technology and information media of life in the 21<sup>st</sup> century.

Along with accessorized residence and social activities, and coupled with professional attention from the staff members, who invest in improving interpersonal relationships. By doing so, the educational institution aims to gain the parents' satisfaction.

In order to execute a *Consumer Satisfaction* programme, the management needs to keep an account of consumer satisfaction levels, through a feedback procedure to ensure the success of the programme.

## 4.5 Personal Quality Improvement

Figure 15 below relates to the different dimensions that should be considered in order to improve quality and achievements of the organisation's personnel:

**Figure 15: Personal Quality Improvement Model**



A. **Definition:** Provides a theory of personal quality improvement required in order for each one of the management staff members to personally improve.

B. **Required activities to achieve objectives performed by:**

- Division of Management (**MD**) - High level management staff
- Division of Labour (**LD**) - Medium level management staff
- Division of Specialists (**SD**) - Low level management staff and parents acting as members of the parents' committee

C. **Attributes involved and influenced:**

- Personal Managerial Attitude
- Personal Career Improvement
- Personal Change
- Personal Creativity Rating
- Personal and Professional Development
- Work Satisfaction

#### **D. Explanation of the principle:**

To explain the principle of personal quality improvement, it is necessary to introduce a list of sub-topics that have a major contribution to the implementation of this principle, derived mainly from the Human Resources school and the Behavioural Approach. This includes ensuring that the organisation is an open system, and that the *Personal managerial practice* and attitude of each person within the organisation is geared towards increasing the organisation's openness to society. There should be a supportive work environment for employees, to encourage them to have a positive attitude towards the organisation.

By exposing what is happening through transparent decision-making processes regarding the employees' learning and personal improvement objectives, and the organisation's goals, purposes, global targets and destinations, the employee can become aware that they have potential for *Personal Career Improvement*. The change and personal improvement that the employees undergo affects their career. Teaching the individual employees new activities, methods of work and new managerial principles that they should adopt, and doing so on a regular basis, is likely to lead to improved outputs and to elevate their personal careers. Providing the employees with the opportunity to assume more command, authority and responsibility, allows an internal change to take place, through which they will gain more *personal and Professional Development*. The rewards for managerial achievements gained due to *Professional Development* should be set according to the type and quality of the employee's personal outputs. As the rewards increase, so will the employee's *Work Satisfaction*. The organisation's boundaries must be clear to the employee. It is very important to define the organisation's boundaries, but it is equally paramount to ensure that they do not lead to the organisation's isolation and to it being hermetically sealed. Dynamic Balance is required as a monitoring system to supervise the activities within the organisation, in relation to the employees' *Personal Creativity Rating*. Inevitably, the organisation's inputs and outputs are linked directly to the level of employee creativity.

As explained in the first component of the new management model: Quality Management, to maintain a high level of creativity, work satisfaction, career improvement and professional development, an on-going feedback process is required. *Feedback processes* are also important with regard to personal and professional development processes. Feedback is an efficient and effective tool for improving managerial systems, and eventually they must be part of every organisation's managerial methodology (Aharoni, 1982).

The organisations managerial structure, usually a hierarchy pyramid construction, needs to constantly and consistently adapt to its working staff members, and to the organisation's state of operation. Changing the pyramid of hierarchy involves changing the perception of the organisational goals, including the environment of which the organisation is part, and this necessitates *Personal Change* and *Professional Development* of its employees. Each employee needs to know that there is a procedure for constant improvement that tests their performance, both qualitatively and quantitatively.

This constant checking mechanism is a necessary condition for *Professional Development* and *Personal Career Improvement* and without it; the organisation at large, and its employees, are doomed to stagnation. To ensure that the employees' *Personal Change*, *Professional Development*, *Career Improvement* and *Creativity Rating* remain at a high level, the multiple goals of the organisation should be clearly defined.